Technology in Classroom

A Resource for Mentors and Teacher Educators

EDUCATION SECTOR REFORM ASSISTANCE PROGRAM
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FOREWORD

Education Sector Reform Assistance (ESRA) program is an initiative funded by the United States Agency for International Development (USAID) in support of the Government of Pakistan's Education Sector Reform (ESR) efforts. USAID/ESRA focuses on five key technical areas (policy and planning, professional development, adult and youth literacy, public-community/public-private partnership and information and communication technologies for education) and operates in 12 districts of Sindh and Balochistan and the Islamabad Capital Territory in over 11,000 primary schools and works with more than 30,000 teachers.

Professional Development (PD) program of USAID/ESRA is working to develop a sustainable Professional Development Infrastructure (PDI) for the government at various levels. In collaboration with local institutions and experts, PD has developed training manuals and guidebooks for teachers, head teachers and managers over the past three years and used them for training programs. This manual is part of a series of eight manuals developed to enhance professional capacity of teacher educators, and has been written by experts working in various national public and private sector institutions (see acknowledgements list for authors and institutions).

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USAID/ESRA Professional Development Team
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Balochistan Consortium for Professional Development:

1. Abdul Sattar Mujahid (University of Balochistan)
2. Farhat Naheed (PITE, Balochistan)
3. Hussan Jan (PITE, Balochistan)
4. Imtiaz Bano (PITE, Balochistan)
5. Inayatullah Kakar (PITE, Balochistan)
6. Ishtiaq Hussain (Bureau of Curriculum)
7. Javed Badar Naqvi (Bureau of Curriculum)
8. Majeed Shah (PITE, Balochistan)
9. Nazar Kakar (Bureau of Curriculum)
10. Saeed Akhter (PITE, Balochistan)
11. Sajida Naureen (University of Balochistan)
12. Shakeela Yaqoob (PITE, Balochistan)
13. Zahida Mubeen (PITE, Balochistan)

United Education Initiative (Sindh Consortium for Professional Development):

1. Adnan Ali (Jamia Millia)
2. Alam Raza (Jamia Millia)
3. Barthlomew David (Notre Dame Institute for Education)
4. Fauzia Rafique (Notre Dame Institute for Education)
5. Ghulam Asghar (PITE, Sindh)
6. Ismail Saad (Jamia Millia)
7. Kamleshwer Lohana (Indus Resource Center, Khairpur)
8. Muhammad Riaz (Faran Educational Society)
9. Muhammad Yousuf (Faran Educational Society)
10. Nisar Ahmed (Faran Educational Society)
11. Perveen Munshi (Sindh University)
12. Qamar Shahid (PITE Sindh)
13. Sadia Shaheen (Notre Dame Institute for Education)
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17. Wasim Qazi (Jamia Millia)
18. Zahra Jabeen (Jamia Millia)

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TECHNIQUES FOR USING TECHNOLOGY IN THE CLASSROOM

PURPOSE OF THE DOCUMENT

Introduction

This module will address many different technological tools. The purpose of this module is not how to teach basic computer skills. Some of the technology tools will not be available for all the teachers. The facilitator will address the use of the technology and resources that may be available at each local site. The module will describe the use of low-cost/no-cost technology. Teachers are encouraged to use what is available in their classrooms.

Why is understanding technology important?

Technology has great potential for spreading knowledge, supporting learning, and providing educational services. Appropriate and effective use of technology and resources involves planning. The required work must be built into the basic design of a program.

The challenges in integrating resources and technology into education are enormous, but so are the benefits. The Internet is developing into the most powerful mode of communication servicing our present and future generations, capturing the imagination of many people. Soon the Internet will become as essential as the telephone is today. Additionally, one of the best aspects of the Internet is that it is very inexpensive.
Methodologies in each phase:

Following methodologies have been recommended for various sessions. These are: brainstorming, group work, pair and share, individual reading followed by questions, role play and case studies.

In this module, generally instructions for the trainer are given with the exercises. However, a few tips for brainstorming and small group work may be remembered as they are most frequently used methods.

How does using technology compare and contrast with traditional perspectives?

This module has been designed to facilitate teachers and mentors in using ALL available resources, including low-cost/no-cost resources. The module helps teachers discover how to turn the power of available resources into teaching tools that motivate students and move them toward greater learning.

How does the use of technology fit within a quality improvement framework?

The module focuses on the use of the internet, technological tools, and other available resources to support student learning. The activities present methods of reflecting on classroom practices and identifying ways to use resources effectively and creatively.

The module enables participants to develop a deeper understanding of the use of technology and other available resources in education at the primary school level. The mentors and teachers must feel comfortable with tools that they intend to use to teach their students.

The school can use a variety of technological tools, such as a camera, video, overhead projector, television, cassette, tape recorder, and computer as well as other resources such as newspapers and magazines. Each tool can be used to enhance learning. Technology and resources can create experiences for students to help them to become active learners and shift focus from ingesting information to constructive understanding.

Themes of the Module

Theme One: Using Technology in Education

The world is fast becoming an information society and educational institutions cannot ignore these developments. To keep up with this growth, new skills and a basic understanding of the underlying technology are necessary. Course participants are expected to reflect on their beliefs and practices about the use of technology in teaching and learning and to develop a positive attitude toward these methods. This module does not attempt to teach the basic use of computers. The module addresses the use of the Internet for research and student projects.

Theme Two: Using Available Resources for Learning

Teachers have found that visual-based programs for teaching content have proven remarkably effective. There is plenty of low-cost/no-cost visual media available to teachers today. With this theme, course participants will be exposed to various activities related to pictures, movies, and radio programs to integrate technology into the primary education curriculum. Participants are expected to critically analyze the possible use of such tools in their classroom and related issues.

Theme Three: Project Based Learning

Project Based Learning (PBL) is used to involve students in learning. Teachers present students with a challenge or problem and students work in groups to analyze the problem, research, discuss, and produce explanations, solutions, or recommendations. Students may have limited prior knowledge of the topic, but must need to do research and critical thinking to address the problem for the exercise to be effective. During the initial discussion, students develop a set of questions. The questions become the objectives for the students' learning. Participants are expected to analyze PBL in relation to their own teaching.

Technology Tools Required

To complete all parts of the module, the following technology tools are required:

1. Computer with access to the Internet
2. Cassette player and cassette tapes
3. Radio
4. Television and video cassette recorder and cassette
5. Overhead projector
6. Magazine pictures

If all of these tools are not available, the participants will complete the sections of the module for which tools and resources are available.

Framework for Learning

This module is based on constructivist ideas about how students learn. Constructivist ideas suggest that students learn best when they first activate background knowledge about a topic, then construct meaning from new knowledge or a new skill, and finally evaluate and apply what they have learned in the lesson. The lessons in this module are based on these three phases of a teaching session or unit.

PHASE I: Activate Background Knowledge	PHASE II: Construct Meaning	PHASE III: Evaluate and Apply
During this phase of the lesson, the teacher helps students recall knowledge that they may relate to the new topic.	During this phase of the lesson, the teacher presents activities that introduce new knowledge or skills and help students discover what the knowledge or skills mean to them.	During this phase of the lesson, the teacher helps students think deeply about what they have learned and how to apply what they have just learned to new situations or to further learning.

Phase One (the 'pre' phase of the lesson)

Techniques used in this phase remind learners of what they already know about the topic of the lesson. The techniques in this phase help learners to assess their background knowledge, assess their attitudes about the topic, and how the topic connects with their lives and with other topics they have studied.

Phase Two (the 'during' phase of the lesson)

Techniques in this phase encourage learners to construct meaning from new information. They search for answers to their own questions or for ideas to satisfy their own curiosity. This phase includes strategies individuals use to

monitor their own learning and techniques to use when the learning process breaks down.

Phase Three (the 'post' phase of the lesson)

Techniques in this phase help learners to think over what they have learned. They may use strategies that help them organize and remember important information, ideas and relationships. They may need strategies that help them evaluate the information. In doing so learners come to re-examine their thinking.

Methodologies in each phase:

Following methodologies have been recommended for various sessions. These are: brainstorming, group work, pair and share, individual reading followed by questions, role play and case studies.

In this module, generally instructions for the trainer are given with the exercises. However, a few tips for brainstorming and small group work may be remembered as they are most frequently used methods.

The Purpose of Brainstorming:

The Brainstorming technique can be used in a variety of settings and is essentially a way to facilitate creative group thinking and decision making.

For conducting brainstorming sessions; the facilitator needs good leadership qualities. S/he must be very firm in ensuring that the format and ground rules are followed (e.g., no criticism or cross talk is allowed). In the case of decision making, the Facilitator should ensure that the decisions are seen to be that of the group, not imposed upon them by the facilitator.

Requirements:

- Clearly stated question, issue or problem.
- A group with potential to work as a team.
- A board, large sheets of newsprint, or something that can be seen easily by all, and some thick markers to write on it; and
- A facilitator. Someone whose task is to draw out the ideas from the participants, not to impose her or his own opinions, while still using leadership skills to maintain the order and purpose of the session.

The Ground Rules:

- The facilitator leads the session. However, the facilitator can choose a participant to note down the points on the white board/flipchart.
- The facilitator calls for ideas/ suggestions from the participants and writes them on the board;
- No criticism of anyone's suggestions/responses should be allowed;
- All suggestions should be recorded on the board (even the crazy ones);

- The pace must be quick. As soon as ideas seem to be drying out, the activity should be ended.
- Finally, the ideas must be categorized to put them in 'groups of similar concepts,' so that the irrelevant/crazy ones can be left out of the discussion that follows the brainstorming activity.

Small Group Exercise:

Group discussions or exercises are activities in which participants share information, experiences, knowledge, opinions, and / or ideas. It is important that the facilitator should clearly define the task through clear instructions, and the expected outcome from the group exercise. The exact time available to the group should also be conveyed. The time limit should be strictly followed to finish the modules on time. If the task is written on the board or the flip chart, the chances of ambiguity and misinterpretation are reduced.

Finally, the ideas must be categorized to put them in 'groups of similar concepts', so that the irrelevant/crazy ones can be left out of the discussion that follows the brainstorming activity.

Strengths of Small Group Exercises:

Please remember that small group techniques are used as they:

- emphasize active participation and interaction;
- are usually run by a group leader or facilitator;
- have a task, theme, or goal;
- help reach consensus or develop priorities;
- gather a range of ideas, opinions, and concerns; and
- allow the reporters to report back to the larger group, after discussion.

The facilitator should emphasise that the group is expected to select a leader who will ensure that all the participants contribute in the discussion, no one person dominates the thinking, the time limits are observed, and the objectives of the group task are achieved.

The facilitator should go around when the groups are working/discussing something. However, the role of the facilitator is not "policing" to just walk up and down as a supervisor. The facilitator should quietly listen to what the groups are discussing, and he/she can clarify a point or give his/her own opinion on the topic, if needed.

Apart from the group leader, a member is selected as the reporter or writer and another person keeps the time. The member nominated as writer or reporter within the group notes down the points of the discussion. At the end of the discussion the group opinion is to be put on a sheet for presentation. The group decides about the presenter.

What are the key skills and competencies expected from participation in this module?
The course participants will be expected to:

- Reflect on

  a) their current beliefs and practices about the use of technology and resources in the teaching and learning process
  b) classroom practices for using technology effectively, appropriately, and with vision, and
  c) the use of technology and resources in instructional strategies to improve learning;

- demonstrate their ability to operate available technology systems;
- develop positive attitudes towards technology use;
- use technology tools and other resources to prepare a lesson;
- use technology and other resources to locate, evaluate, and collect information from a variety of sources;
- work with primary school teachers to integrate technology into classrooms; and
- use all available resources to support student learning.

LEARNING OUTCOME 1

At the end of this section, the participants will be able to:

- State the concept of educational technology, its importance to prepare for future.

PHASE 1	**ACTIVATING BACKGROUND KNOWELDGE**
Time:	30 minutes
Techniques:	Concept mapping, brainstorming, think-pair-share
Resources:	Trainees' input
Directions:	Step 1: The facilitator will write the term "Educational Technology" on the board and will ask the participants to define the term. Their ideas and concepts will be recorded on a flip chart and pasted on the wall. Step 2: The participants by using think- pair -share technique, will discuss the different concepts of educational technology with their partners and develop an understanding of the term. Step 3: The participants will share their views with the whole group and develop a working definition of the term educational technology.

PHASE 2	**CONSTRUCTING MEANING**
Time:	90 minutes
Techniques:	Group Discussion and Presentation
Resources:	Handout # 1: Working Definition Educational Technology Handout # 2: Concept of Educational Technology
Directions:	Step 1: Reading material will be distributed amongst participants on the 'Working definition of educational technology'. After reading the text, the participants will find similarities and differences between their definition and the working definition in the text. Step 2: The participants will be divided into three different groups. They will be given the following topics for discussion in groups: i. What is educational technology? ii. How can our students benefit from educational technology? iii. What learning experiences can be provided through educational technology to the students, so that they may adapt technology as a way of life? iv. How to integrate instructional technology in instructional strategies to improve student learning? v. In Pakistan's under resourced environment, how can the concept of educational technology be utilized? Step 3: The groups will present their work to the class. The facilitator will encourage discussion.

Handout # 1

WORKING DEFINITION
EDUCATIONAL TECHNOLOGY

Educational Technology is the pursuit of knowing how people learn and discovering the best method to teach the learner. Educational Technology is objects – tools, machines, instruments, and appliances – those physical devices of technical performance. Educational Technology is knowledge – the know-how behind technological innovation. It is activities – what people do including their skills, methods, procedures and routines. It is a socio-technical system, the manufacture and use of objects involving people and other objects in combination. It's a process that begins with a need and ends with a solution.

Educational Technology is not computers, not documents, cameras, not whiteboards. It's the people using these tools, what they do with them and how they do it.

Handout # 2

CONCEPT OF EDUCATIONAL TECHNOLOGY

Describing Instructional Technology (IT) has been a difficult question for educational researchers and technologists to answer. Few other fields have such a difficulty in self-definition. Everyone can readily define such fields as psychology and biology, but the IT field is so new that no one has a definite answer. The term instructional technology is further confused because it is often used interchangeably with the terms educational technology and instructional design.

There are a number of definitions of educational technology. Some of them are given below

The Association for Educational Communications and Technology (AECT) (1994) defines IT as "the theory and practice of design, development, utilization management and evaluation of processes and resources for learning."

Silber (1970) describes IT as "the development . . . of instructional systems components (messages, people, materials, devices, techniques, settings) and the management of the development . . . in a systematic manner with the goal of solving educational problems."

According to Tickton (1970), "instructional technology is a way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication and employing a combination of human and non-human resources to bring about more effective instruction."

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The U.S. Commission on Instructional Technology (1970) defines IT as ". . . the media born of the communications revolution which can be used for instructional purposes along side the teacher, textbook, and blackboard . . . a systematic way of designing, implementing and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication and employing a combination of human and non-human resources to bring about more effective instruction."

In today's world, the concept of IT is more than computers, projectors, VCRs and monitors, transparancies, filmstrips and all those other artifacts of the 1950s and 60s by which many administrators and faculty still seem to stereotype the field. It is a complex field that is equally concerned with the processes of learning as it is with the products that support learning. (Albright, 1995).

The word technology is used by some to mean hardware – the devices that deliver information and serve as tools to accomplish a task – but those working in the field use technology to refer to a systematic process of solving problems by scientific means (Ely, 1999). Instruction is the process of imparting knowledge or teaching (Webster, 1989). Therefore, IT should refer to the use of technological processes for teaching and learning.

PHASE 3	**EVALUATING AND APPLYING**
Time:	120 minutes
Techniques:	Recall, critical analysis, discussion and presentation
Resources:	Trainees' input,
Directions:	Step 1: The following questions will be given to the participants for elaboration and critical analysis of the topic and the ground realities which exist in Pakistan. ➢ How can educational technology help in the utilization and evaluation of resources? ➢ How can educational technology help in the development of instructional systems of education? ➢ How can educational technology help in effective instruction? ➢ How would educational technology be integrated with the process of learning? ➢ How can a Pakistani teacher adapt the concept of educational technology to develop low cost, no cost materials for effective learning? Step 2: The participants will work in different groups and discuss among themselves and find the answers to the questions given to them. Step 3: The participants in groups will present their findings in the form of presentations.

LEARNING OUTCOME 2

At the end of this section, the participants will be able to:

- Enhance students' learning, to bring variety and motivation in the classroom by using pictures from magazines, and newspapers.

PHASE 1	**ACTIVATING BACKGROUND KNOWLEDGE**
Time:	40 minutes
Techniques:	Brainstorming
Resources:	Trainees' input
Directions:	Step 1: The facilitator will put the topic "Using newspaper/magazine pictures for teaching" on the board. Step 2: The facilitator will ask participants how they use this resource in their classroom. The answers are put on the board. **Note:** ➢ If the participants are unfamiliar with the concept of using newspapers/magazines for teaching, divide them into pairs and ask them to think how and why these can be used. ➢ Record their answer after they have discussed the question in pairs.

PHASE 2	**CONSTRUCTING MEANING**
Time:	90 minutes
Techniques:	Group work, whole class discussion
Resources:	Old newspapers and magazines, marker and chart paper, glue, scissors. Handout # 3 A: Using Pictures from magazines.
Directions:	Step 1: Participants will be provided with HO # 3A to read. They will compare the contents of the HO with their brainstormed ideas from Phase 1.

Step 2: The facilitator will divide the class in 9 groups. Each group will be given Handout # 3 B and assigned to select a section and prepare the given activity.

Step 3: They will prepare a demonstration activity with the help of the newspapers and magazines provided to them.

Note: For this phase in this module, the trainer must gather at least 9 pictures from magazines, to suit the activities given in the reading text.

Handout # 3 A

USING PICTURES FROM MAGAZINES

Joep van der Werff

joepvdw@yahoo.com

Interlingua (Mexico City, Mexico)

The purpose of this article is to show that pictures from magazines are a source of varied classroom activities in the areas of speaking, listening, writing, vocabulary and grammar. I'll give tips on how to collect and sort suitable pictures and I'll include several sample activities. Teachers can use the activities as they are presented, or adapt them to fit their needs.

Introduction

Visuals, especially 'unusual' pictures, foster students' imagination, which in turn motivates them to use English. I found that there are many reasons to use magazine cutouts or other pictures in class. With pictures we can:

- teach, practice, or review new vocabulary
- do guided practice (drills)
- practice grammatical structures
- practice listening comprehension
- do writing activities
- do semi-guided or free speaking practice such as problem solving activities, role plays, discussions, etc.

Depending on the purpose of the activity, a task can take up five minutes at the beginning or end of a class, or last 20 minutes or more in the main part of the class.

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Preparation
Choosing Pictures

- Pictures are illustrations that are cut from a magazine, newspapers or other sources. They're mostly photographs, but drawings, collages, maps or other illustrations can be used for certain activities.
- Each picture should be at least 13 x 18 cm, but preferably about 20 x 25 cm, i.e., almost an entire magazine page.
- Pictures are easier to use without any printed text on them. You will only be able to use pictures with text for certain activities. If pictures do include text, the text should be in English.

Collecting the pictures

- Students like colorful and varied materials.
- Available sources for pictures are glossy magazines, TV guides, the Sunday supplements of newspapers, and so on. You can collect the pictures yourself, or ask your students to bring them in for you.
- Your own selections will probably focus on pictures for discussions, games, and teaching vocabulary.
- Students are good at getting pictures of famous people, sports and objects they like, which gives you a good opportunity to learn about students' interests.

Sorting the Pictures

- When you have a stack of pictures, you will notice that some cutouts seem perfect for teaching vocabulary (for example, clothes, furniture) and other pictures will be appropriate for guessing games.
- Try to identify a structure or function that can be practiced with each picture.
- You should paste the pictures on letter-sized paper, and punch holes in them to keep them in a binder.
- You can sort them out by level or grade, by activity or by topic. Some topics are: faces, famous people, clothes, actions, sports, professions, nationalities/cultures, unusual pictures, cities, interiors, nature, etc. You can write notes on the back of the sheets.

Handout # 3 B

SAMPLE ACTIVITIES

Nine sample activities are given below that can be done with magazine cutouts. These are just a few examples of what can be done with pictures. As you start using pictures in new and creative ways, you will come up with many variations. Textbooks may also give you ideas for working with pictures.

Note: where examples of speech are included, "T" indicates the teacher speaking, "S1" indicates a student, "S2" is a second student, and so on.

Group 1

Vocabulary Building or Review

1. "Find 10 Differences"

Language focus: descriptive adjectives, nouns, comparatives

Skills practiced: writing descriptions or comparisons

Time: 10 minutes

Material: Sets of two pictures that show similar people or related situations. You'll need one set per pair of students. If you want to review specific material, choose an appropriate set and hand out a set of photocopies to each pair of students.

Instructions:

1. Show a sample set and ask students if the pictures are similar, and how they are different. Elicit 10 differences.
2. Give pairs of students two pictures. Tell them to write a list of 10 differences. If you want to turn this into a competition, the first pair to find ten differences is the winner.

Variation: Find 10 Similarities: do this activity with very different pictures and have students find the similarities.

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Group 2

Guided Practice

2. "How Do They Feel?"

Language focus: adjectives describing feelings, actions

Skills practiced: describing feelings

Time: 20 minutes

Material: Pictures of faces or people expressing different feelings and moods.

Instructions:
1. Teach or review adjectives describing moods and feelings: happy, sad, angry, upset, cheerful, etc.

2. Hand out pictures and ask students to describe how the people feel, and why they feel that way. What happened that made them feel this way?

3. As a follow up, students can present their descriptions to the group, and their classmates can add additional information about the person in the picture.

Example of student production:

S1: This man is tired. Very tired.

S2: He's a businessman. He probably has a lot of work.

S3: He has a lot of stress. Maybe he has a problem at work. He looks worried. (Etc.)

Variation: You may want to use this activity to have students speculate, using modals like may, might/might have, must/must have, etc.

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Group 3

Teaching Grammar

3. "If I were there ..."

Language focus: the second conditional

Material: Pictures that show locations or locale with or without people: landscapes, city streets, interiors of public buildings or houses, etc.

Instructions:

1. Show students a picture of a location and have them brainstorm about the place: where it is, what people normally do there. Also elicit vocabulary words related to the location.
2. Ask the students what they would do if they were there, how they would be feeling, etc.

At a restaurant

S1: I would be talking to my friends.

T: What would you order?

S2: A Cold drink.

T: What would you order for food?

S5: I would order Chicken Tikka and Biryani.

T: What would you do after dinner?

S: Drive to the Sea View Beach and hangout!

3. Students work in pairs or small groups. Students can just brainstorm, using the structure in affirmative, or they can take turns asking questions (with question words or yes-no questions).

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Group 4

4. "Sort It Out!"

Language focus: modal verbs can, could, should

Skills practiced: expressing ideas, negotiating

Material: Any. A set of 10 to 20 pictures or cutouts per group of three to six students.

Instructions:

1. Have students work in groups of four. Give each group a set of pictures. Tell them to sort these pictures out in three (3) logical categories. All categories should have a similar number of pictures. There are probably different options, so students need to work together in each group to find the best solution.

2. [After the activity:] Was it easy to do? Did you work together, or did one person find the solution? Why?

Example of student production:

S1: I think these two should go here. They're all indoor activities.

S2: Yes, but you can do them outdoors, too.

S3: What if we put all men together in one group, and the women in another? (etc.)

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Group 5

Listening Comprehension

5. "Dictate the Picture"

Language focus: there is, there are; prepositions

Skills practiced: listening comprehension

Time: 15-20 minutes

Material: Pictures, or photocopies of a picture where the items are spread over the page. The vocabulary should be known to the students. There should be one picture or copy for each pair of students. Also, a similar picture to do the example with.

Instructions:

1. To do an example of the activity, tell the class that you have a picture which you will not show to them, but you will describe it for them. The students should draw the picture. "Dictate" the picture to them. Do this slowly and repeat or rephrase sentences when necessary. Allow students to ask questions.

2. Example: This is a picture of a man in his office. In the middle of the picture, there is a man. He is sitting on a chair. To his left, there is a large desk. There is a computer on his desk, and there are many papers on the desk. Behind the man, there is a picture on the wall. (etc.)

3. Divide the students up in pairs. Hand out a picture to each pair. One student will describe, the other will listen and draw the picture. The listeners cannot look at the pictures! When students finish, they can compare the drawings with the original picture.

4. Students change roles: the person who just described will now draw, and vice versa.

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Group 6

6. "Which One?"

Language focus: (no specific focus)

Skills practiced: listening comprehension

Material: One or more sets of pictures that have things in common (all portraits of men, or all landscapes, etc.). A set should have about four or five pictures.

Instructions:

1. Display a set of pictures and tell students you will describe one picture. They need to listen carefully to find out which picture you are describing.

2. Describe the picture in excruciating detail, starting with the similarities. Little by little, mention small differences. To make this activity work really well, you should write out the description beforehand, so you can avoid giving away too much too soon.

3. Example: This is a picture of a man. He is a model. He's young, about 25 years old. His hair is dark. I think it's black or dark brown. He has no beard and no moustache. He is standing up, and he's looking at the camera. He's wearing a suit. I don't know if he's happy. He's not smiling. (etc.)

4. When students have guessed which picture you described, they can take turns describing a different picture. If you have more sets of pictures, students can do the activity in groups and take turns describing different pictures.

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Group 7

Speaking

7. "Have That Conversation"

Language focus: depending on the pictures

Skills practiced: role-playing common conversations

Material: Photographs of two people having a conversation. One picture per pair or one picture for all students.

Instructions:

1. If you want the students to practice a specific kind of dialog, you can look for one single appropriate picture. Stick it on the board for all students to see or make photocopies and hand them out.
2. Show a sample picture – not the one you want students to use later. Ask what the people are doing, what they are talking about, what some of the words or expressions are that they are using. Elicit or teach vocabulary if necessary.
3. As a follow up, you can ask several pairs to perform their dialogs in front of the group. The class votes on the best dialog for the people in the picture.

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Group 8

8. "Speculation"

Language focus: past tenses and other structures depending on the level of the students.

Material: Pictures with unusual situations (e.g., a man balancing chairs on his arms, feet and head, a female executive tied and gagged in her office, a very muddy Mercedes parked in the business district of a city, etc.).

Instructions:

1. Elicit question words and write them on the board: where, why, who, when, what, etc.

2. Tell the students to work in pairs or small groups and explain the picture, using the question words. Do one picture with the class as an example.

Note: Any picture with one or more people can be selected, which shows some action taking place. Similar questions can be asked:

- First, to describe the person(s) and the surroundings, what the person is doing?
- Second, to build a story about the person(s) by imagining a "Problem" and how the story could end.

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Group 9

Writing

9. "Text balloons"

Language focus: a language focus may or may not exist (see variation 2)

Material: Two or more pictures that show two or three people talking. Paste in white text balloons, large enough for students to write one or two sentences in. A photocopy of one of the pictures, for each pair of students to work with. A similar picture (with or without text balloons), to give the example in class.

Instructions:

1. Show a picture of two people talking. Ask students about the setting and the situation, and what they think these people are saying.
2. Hand out photocopies and ask pairs to write in text balloons.
3. Each pair exchanges photocopies with a pair that worked with a different picture. Tell the pairs they will now write the continuation of the dialog.
4. Have each pair get together with the pair that wrote their text balloons. Each pair reads the dialog the other pair wrote. Pairs can comment on the dialogs. Are they surprised how their dialog turned out?

Variation 1: The text balloons could also be 'thinking balloons' (clouds) that describe what people are thinking.

Variation 2: To elicit use of a specific structure, you can fill in the first text balloon using that structure (e.g., write a question in past tense to elicit an answer in past).

Conclusion

In this article I've tried to show that pictures are a good source of material for practicing speaking, listening, writing, vocabulary and grammar. The activities above are just a few examples of what teachers can do with pictures. I hope the sample activities above will stimulate teachers to come up with many more effective and enjoyable activities.

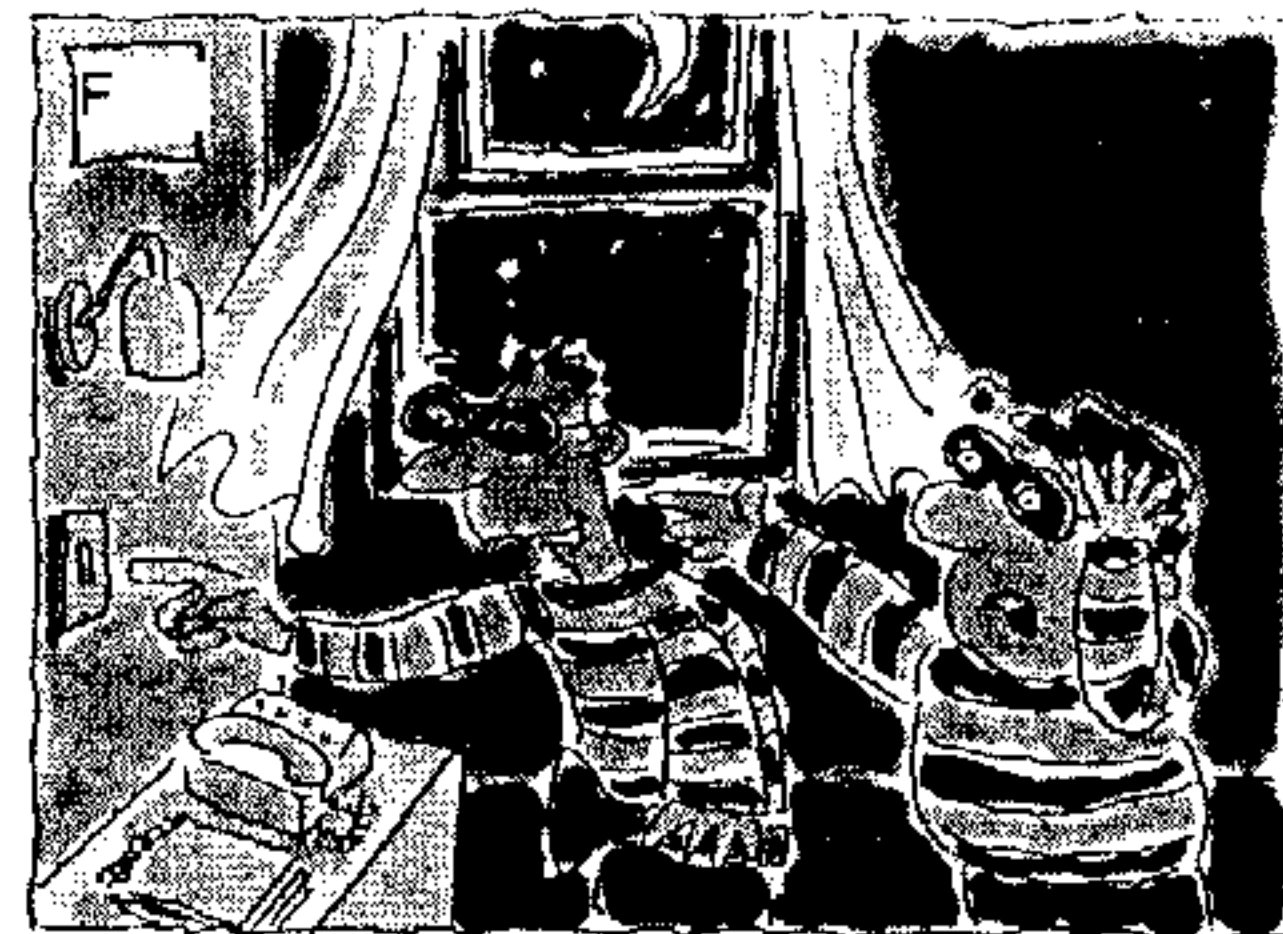
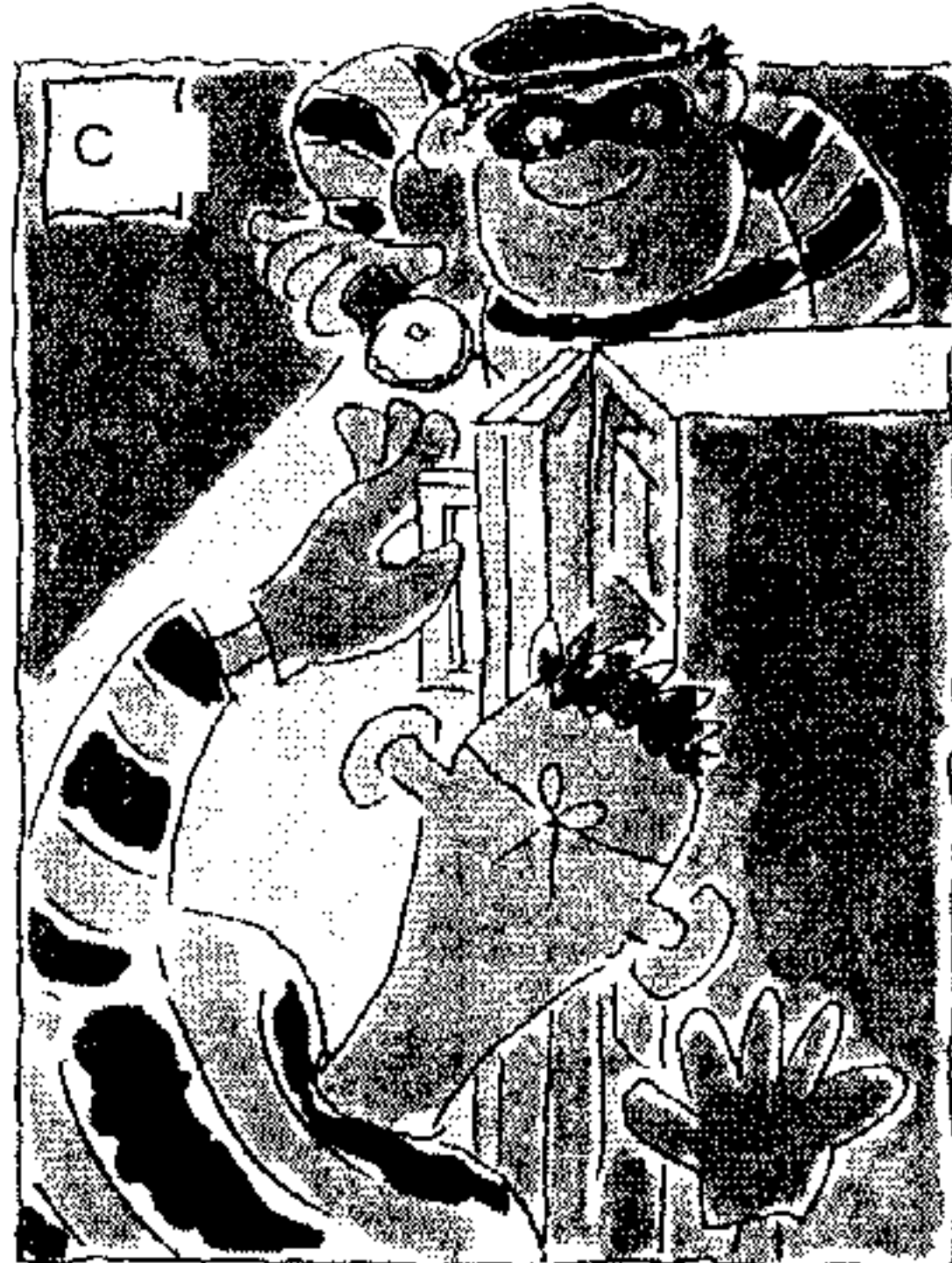
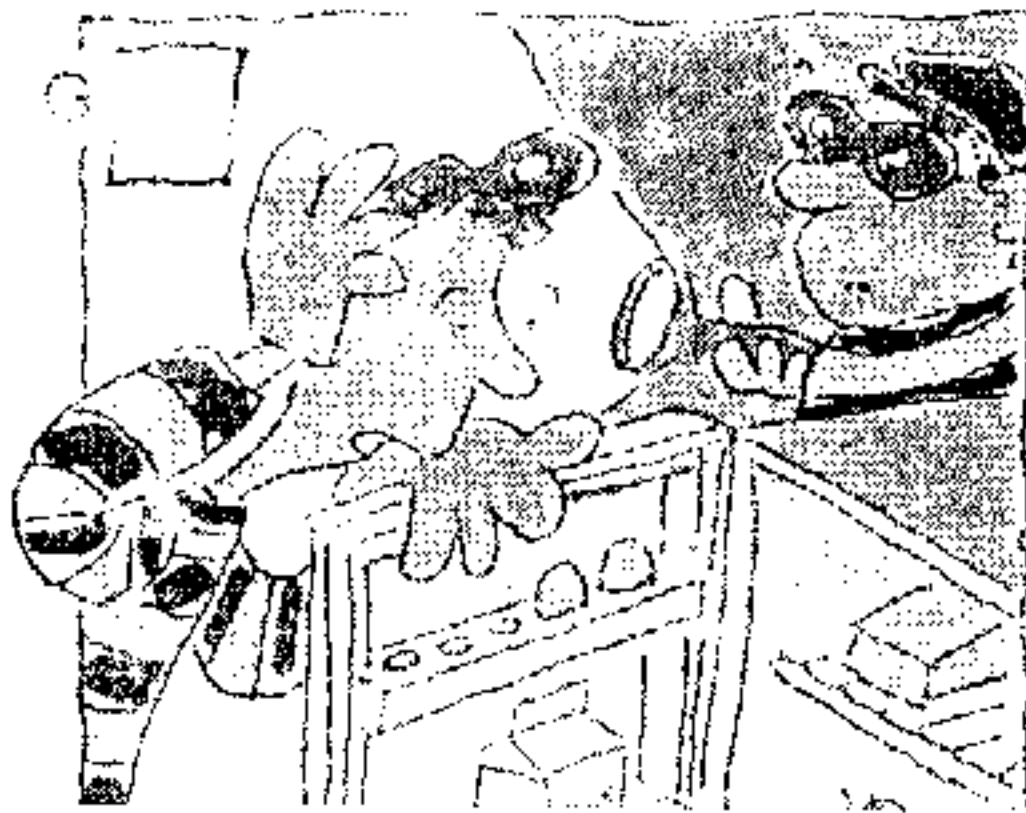
PHASE 3	**EVALUATING AND APPLYING**
Time:	90 minutes
Technique:	Presentation and feedback
Resource:	Handout # 3 B & Pictures from News Papers and Magazines, trainees' preparation.
Directions:	Step 1: The participants will present their posters or do role plays in front of their class and get feedback on their work. Step 2: The facilitator will encourage the participants to reflect on the processes, and their role in implementing such an activity in their schools. They are asked to record their reflections in their journals. Step 3: The facilitator will encourage the participants to share their reflections with the whole class.

LEARNING OUTCOME 3

At the end of this section, the participants will be able to:

- Use pictures to enhance students' learning by using pictures, sequencing them and role play

PHASE 1	**ACTIVATE BACKGROUND KNOWLEDGE**
Time:	30 minutes
Techniques:	Using pictures to learn sequencing, group work
Resources:	Picture cut outs from Handout # 4A and 4B
Directions:	Step 1: The facilitator will distribute the handout and initiate discussion with the following questions: ➢ How many people are there in the picture? ➢ Who are they? ➢ What do you think they are doing? Or what are they looking for? ➢ What are they saying to each other? Step 2: He/she will ask the participants to work in groups, sequence the pictures and prepare a verbal story with the help of the pictures. Step 3: He/she will encourage participants to share their story. **Note:** Teachers can draw their own sequence of pictures and use them to create stories to be done either orally, or in writing.

Handout # 4 A

Handout # 4 B

Key of student's sheet
1: D, 2: F, 3: B, 4: A, 5: C,
6: G, 7: E

PHASE 2	**CONSTRUCTING MEANING**
Time:	90 minutes
Techniques:	Pair work, group work
Resources:	Handout # 5: Chart paper, markers
Directions:	Step 1: The facilitator will read the dialogue from the handout # 5 and ask the participants to see how their sequencing differs from the text. Step 2: The facilitator will read the dialogue again, while participants re-arrange the pictures to make meaning. Step 3: The facilitator will ask group to do role play of the dialogue. Step 4: Participants will perform their developed role play in class.

Handout # 5

DIALOGUE FOR ROLE PLAY

Ahmed: Open the window
Javed: Right!
Ahmed: Shh!

Ahmed: Don't switch on the light. Switch on your torch.
Javed: Right!

Javed: There's a safe!
Ahmed: Shh! Whisper. Don't shout.
Javed: Right. Lets look! Oh, There's a safe!

Ahmed: Don't touch it! Put on your gloves first.
Javed: Is it locked?
Ahmed: Of course, it's locked.

Javed: No. It isn't locked.
Ahmed: Well, what's in it?

Javed: A carton of milk, two eggs, some cheese, one tomato ...

Ahmed: What?....Only that?
Javed: Shh! Whisper. Don't shout.

PHASE 3	EVALUATING AND APPLYING
Time:	20 Minutes
Techniques:	Individual work, whole class discussion
Resources:	Trainees' reflections
Directions:	Step 1: Facilitator will ask the participants to evaluate if this kind of activity can be done in their classroom and write about their experiences. Step 2: He/she will encourage participants to share their reflections with the whole group.

LEARNING OUTCOME 4

At the end of this session, participants will be able to:

- Use modern technology to improve learners spoken skills

PHASE 1	**ACTIVATING BACKGROUND KNOWELDGE**
Time:	30 minutes
Technique:	Questions & answers
Resources:	Handout # 6: Jazz Chants
Directions:	Step 1: The facilitator will discuss the following questions with the participants: - Do you like music? - What kind of music do you like? - Do you think music can be used to teach a concept in a class? - Do you know what "Jazz Chants" are? Step 2: The facilitator shares handout # 6 on Jazz Chants.

Handout # 6

JAZZ CHANTS

In many ways, children find it very easy to use music and sing along. When children sing, they seem completely uninhibited, as if suddenly and magically they have forgotten to be shy. They become absorbed in the words they sing, as their bodies move and their voices leap and express their feelings. Repetition never seems to bore them. So they practice language without realizing that they are learning.

Jazz chants are much easier and often more fun for children than actual songs (and also for teachers who may lack confidence in their singing). These chants consist of time-stressed phrases of certain lengths that can be tapped using a foot, band, or pencil. Chants are amazingly simple to write, and vocabulary and expressions can be targeted to particular students. Even students can write it themselves with relative ease. Jazz Chants can be used with, or without tapes. Jazz Chants are a way of bringing technology in the classroom.

PHASE 2	**CONSTRUCTING MEANING**
Time:	1 hour
Techniques:	Demonstration, pair work, group work
Resources:	Audio tapes of Jazz Chants Handouts # 7, 8, 9: Jazz Chants through tape, or teacher saying out chants in a rhythmic manner
Directions:	Step 1: The facilitator chants once, as course participants tap their feet to the rhythm. Step 2: The facilitator repeats the chant, line by line, and participants repeat each line. Step 3: Gradually the facilitator builds up to two lines and eventually the whole chant. Step 4: After the participants have been through the chant once, the facilitator stops and explains the meaning of the words if they are unclear. Step 5: The whole class repeats the Jazz Chants, first with the tutor, then only the class, while the tutor gives the cue to start. Step 6: The chant is repeated after dividing the whole class in two groups, each group takes up alternate lines. Step 7: Participants practice in pairs. Step 8: The facilitator encourages a few pairs to come in front of the class to chant. Step 9: He/she will divide the class in groups and ask participants to develop their own Chants and present it in the class. They will be asked to share the teaching points in it.

Handout # 7

Jazz Chant

THESE ARE MY BLUE JEANS

These are my ------

A: That's my shirt.
B: This red shirt?
A: No, that brown shirt.

A: Those are my shoes.
B: These brown shoes?
A: No, those black shoes.

A: This is my jacket
B: That green jacket?
A: No, this blue jacket.

A: That's my t-shirt.
B: This white t-shirt?
A: No, that red t-shirt.

A: These are my jeans.
B: Those black jeans?
A: No, these blue jeans.

A: Those are my shorts.
B: These green shorts?
A: No, those white shorts.

Source: www.onestopenglish.com

Handout # 8

Jazz Chant

I GET UP AT SEVEN

A: Here's my day. This is what I do.
I get up at seven O'clock.
B: Seven O'clock?
A: Seven O'clock.

A: I take a shower at seven thirty.
B: Seven thirty?
A: Seven thirty.

A: I have breakfast at seven forty-five.
B: Seven forty-five?
A: Seven forty-five.

A: I go to school at eight fifteen.
B: Eight fifteen?
A: Eight fifteen.

A: I start classes at nine O'clock.
B: Nine O'clock?
A: Nine O'clock.

A: I have lunch at one O'clock.
B: One O'clock?
A: One O'clock.

A: I go home at five fifteen.
B: Five fifteen?
A: Five fifteen.

A: I have dinner at eight thirty.
Eight thirty?
A: Eight thirty.

A: I go to bed at ten forty-five.
B: Ten forty-five?
A: Ten forty-five.
And then I start all over again...

Source: www.onestopenglish.com

Handout # 9

Jazz Chant

CAN YOU TOO?

A: Yoga, Yoga, I can do Yoga.
Can you do Yoga, too?
B: I can't do Yoga, but I can do Karate.
Can you do Karate, too?

A: I can't do Karate, but I can play football.
Can you play football, too?
B: I can't play football, but I can play cricket.
Can you play cricket, too?

A: I can' play cricket. But I can swim.
Can you swim, too?
B: I can't swim, but I can play Volleyball.
Can you play Volleyball, too?

Note: The teacher can change the activities 'Yoga', football, swimming, with other activities children can/can not do.

Source: www.onestopenglish.com

PHASE 3	**EVALUATING AND APPLYING**
Time:	1 hour
Techniques:	Completion of statements
Resources:	Trainees' input
Directions:	Step 1: The facilitator will ask the group to present their chants and get feedback from the class and the facilitator. Step 2: The facilitator asks the participants to complete the following sentences to summarize their experiences. ➢ Jazz chants are ______________________ ➢ They are useful for ___________________ ➢ I like Jazz Chants because _____________ or ➢ I do not like Jazz Chants because _________ ➢ I can/cannot use Jazz Chants in my school because ____________________________ Step 2: The answers are shared with the whole class. The tutor facilitates discussion and points out that using chants or songs is also technology. **If a cassette player is not available, a teacher can give a demonstration, himself/herself.**

LEARNING OUTCOME 5

At the end of this section, the participants will be able to:

- Define Project-based Learning and its rationale.
- Identify the steps to be used in Project-based Learning.
- State the benefits of Project-based Learning.

PHASE 1	**ACTIVATING BACKGROUND KNOWLEDGE**
Time:	30 minutes
Technique:	Individual work, think-pair, share
Resources:	Hand out # 10: "What is Project-based Learning?"
Directions:	Step 1: The facilitator asks participants to work individually and write what they understand by the term "Project-based Learning (PBL)". Step 2: The facilitator puts the term "Project-based Learning" on the board and asks participants to share their views. Step 3: The facilitator shares handout # 10 "What is "Project-based Learning"? Step 4: The participants are asked to note down the important features of PBL. **Note:** PBL can be done in learners' own time, instead of taking class time, especially as the curriculum in Pakistan is heavy and teachers have a hard time meeting deadlines. Project-based Learning: ➢ It is a learner centered activity. ➢ It can be inter-disciplinary. ➢ It gives learners a chance to explore on their own. ➢ Learners construct meaning and relate learning to their own context.

Handout # 10

WHAT IS PROJECT BASED LEARNING?

Project-based Learning (PBL) is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-cantered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, and student-cantered. Project-based Learning is Centered on the learner and affords learners the opportunity for in-depth investigations of worthy topics. The learners are more autonomous as they construct personally meaningful concepts that are representations of their learning.

PHASE 2	**CONSTRUCTING MEANING**
Time:	90 minutes
Techniques:	Brainstorming, jigsaw reading, small group discussions, group poster presentation
Resources:	Handout # 11: "Rationale for Project-based Learning" Handout # 12: "How does PBL work?" Colored markers, poster papers,
Directions:	Step 1: The facilitator will divide the class into five groups. Step 2: The participants will be asked to work in their groups and list the rationale for using PBL as a classroom strategy. Step 3: The facilitator will share handout # 11 "Rationale for PBL" and ask participants to compare it with the list they have made. Step 4: The facilitator will give one section to each group (Handout # 12) to do jigsaw reading and note down the steps mentioned to set up PBL and make poster presentations of their reading. Step 5: Participants will make a poster presentation in their groups to determine which step will come first, and give feedback to each other.

Handout # 11

RATIONALE FOR PROJECT BASED LEARNING

Project-based Learning helps:

- to improve education for all students.
- to transform teaching from telling about doing to providing opportunities for students to pursue their own interests.
- to allow students to make decisions about how they will find answers and solve problems.
- to facilitate students' integration of the content of different subjects.
- to teach children to use their minds well, apply what they learn in school to lifelong endeavors and to be technologically literate.
- PBL helps make learning relevant and useful to students by establishing connections to life outside the classroom, addressing real world concerns, and developing real world skills. Many of the skills learned through PBL are those desired by today's employer, including the ability to work well with others, make thoughtful decisions, take initiative, and solve complex problems.

Source: http://www.yesnet.yk.ca/schools/wes/index.html

Handout # 12

Group 1

HOW DOES PROJECT-BASED LEARNING WORK?

Project-based learning, as with all lessons, requires much preparation and planning.

It begins with an idea and a "BIG question." When designing the project and the BIG question that will launch the activities, it is essential to remember that many content standards will be addressed. With these standards in mind, devise a plan that will integrate as many subjects as possible into the project. Have in mind what materials and resources will be accessible to the students to assist them. Next, students will need to be given assistance in managing their time -- a definite life skill. Finally, have multiple means for assessing your students completion of the project. Did the students master the content? Were they able to apply their new knowledge and skills? Many educators involve their students in developing these rubrics.

Steps for Project-Based Learning

A. BIG Question

B. Plan

C. Schedule

D. Monitor

E. Assess

F. Evaluate

Source:
The George Lucas Educational Foundation
http://www.edutopia.org/modules/PBL/index.php

Group 2
START WITH THE BIG QUESTION

"Questions may be the most powerful technology we have ever created. Questions and questioning allow us to make sense of a confusing world. They are the tools that lead to insight and understanding."-- Questioning (2002)

Start With the BIG Question

The question that will launch a project-based learning lesson must be one that will engage the students. It is greater than the task at hand. It is open-ended. It will pose a problem or a situation that the students can tackle knowing that there is no ONE answer or solution. Take a real-world topic and begin an in-depth investigation. Base your question on a situation or topic that is authentic. What is happening in your classroom? In your community? Make it one that students can feel that they are making an impact by answering the question or solving the problem. Make it relevant for your students. The question should be a "NOW" question -- a question that has meaning for the students in their lives at this moment in time.

Design a Plan for the Project

When designing the project, it is essential that you have in mind which content standards will be addressed. Involve the students in the planning process. Students feel ownership of the project when they have an active role in the decision making for the activities. Select activities that support the question utilizing the curriculum, thus fueling the process. Integrate as many subjects as possible into the project. Know what materials and resources will be accessible to the students to assist them. Be prepared to delve deeper into new topics and new issues that arise as the students become more and more involved in the active pursuit of answers.

Group 3
CREATE A SCHEDULE

Design a timeline for project components. Realize that changes to the schedule will happen. Be flexible, but help the students realize that a time will come when they need to finalize their thoughts, findings, and evaluations.

- What time allotment will be given to the project?
- Will this project be conducted during the entire school day or during dedicated blocks of time?
- How many days will be devoted to the project?

Help students who may not perceive time limits. Set benchmarks. Give students direction for managing their time. Teach them how to schedule their tasks. Remind them of the timeline. Help them to set deadlines. Keep it simple and age-appropriate. The "BIG question" acts as a catalyst. Initiate projects that will let all students meet with success. Allow students to go in new directions, but guide them when they appear to be going in a direction that has no connection to the project. When a group seems to be going in a different direction, have the students explain their reasoning behind their actions. They may have an insight to the "solution" that you haven't seen. Help the children to stay on course -- the path to knowledge -- but don't accidentally set limitations.

Group 4
MONITOR THE STUDENTS AND THE PROGRESS OF THE PROJECT

Facilitate the process and the love of learning. Teach the students how to work collaboratively. Designate fluid roles for group members. Have students choose their primary roles but assume responsibility and interactivity for all group roles. Remind them that every part of the process belongs to each individual and needs each student's total involvement. Provide resources. Provide guidance. Assess the process. Create rubrics -- team rubrics and project rubrics.

- Team rubrics state the expectations of each team member. Watch the group dynamics. How well are the members participating? How engaged are they in the process? Assess the outcome.

- Project rubrics ask: what is required for project completion? What is the final product: A word processed document? A multimedia presentation? A poster? A combination of products? What does a good report/multimedia presentation/poster/product look like? Make the requirements clear to the students so that all can meet with success.

Group 5
ASSESS THE OUTCOME

Assessment meets many needs. It provides diagnostic feedback. It helps educators set standards. It allows one to evaluate progress and to relate that progress to others. It gives students feedback on how well they understand the information and on what they need to improve. Assessment also helps the teacher design instruction to teach more effectively. Whenever possible, give the students the opportunity to do self-assessment. When a student's assessment and the teacher's assessment don't agree, it's a perfect time for a student-teacher conference. These conferences let the student explain in more detail his or her understanding of the content and justify the outcome.

Evaluate the Experience

In the busy schedule of the school day, there is often little time for reflection. Yet, reflection is a very important part of the learning process. How do we expect our students to be able to synthesize their new knowledge if they are not given time to reflect upon what they have discovered? Too often, we teachers do not allow ourselves the time to reflect, as well. Set a time that is designated for reflection of the daily activities. Allow for individual reflection, such as journaling, as well as group reflection and discussion. (Validate what they learned and make suggestions for improvements, or things they wish they had done.)

- Take time to reflect, individually and as a group.
- Share feelings and experiences.
- Discuss what worked well.
- Discuss what needs change.
- Share ideas that will lead to new questions, thus new projects.

"Project-based learning is ... focused on teaching by engaging students in investigation. Within this framework, students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts (e.g., a model, a report, videotape, or computer program)" -- P. Blumenfeld and colleagues (1991)

PHASE 3	**EVALUATING AND APPLYING**
Time:	90 minutes
Techniques:	Small group discussion, whole class discussion, individual work.
Resources:	Handout # 13: "Benefits of PBL", Handout # 14 A & B "PBL Process"
Directions:	Step 1: The facilitator will ask participants to discuss in groups and note down the benefits of PBL. Step 2: The facilitator will ask participants to share their notes with the whole class and then share Handout # 13 and ask participants to compare with the list in the handout. Step 3: The facilitator will distribute Handout # 14 A "The BPL Process" and ask participants to complete the process chart. Step 4: The facilitator will give handout # 14 B and ask participants to compare their steps with the steps given in Handout # 14 B. Step 5: The facilitator will ask participants to do reflective writing and then make a poster presentation of the points mentioned in their reflective writing with the help of following questions. ➢ Can I introduce project based learning in my class? ➢ What steps will I need to take to use it in my class? ➢ What challenges/problems might occur? ➢ How would I solve them? Step 6: The facilitator will sum up the discussion by stating the importance of setting up PBL systematically.

Handout # 13

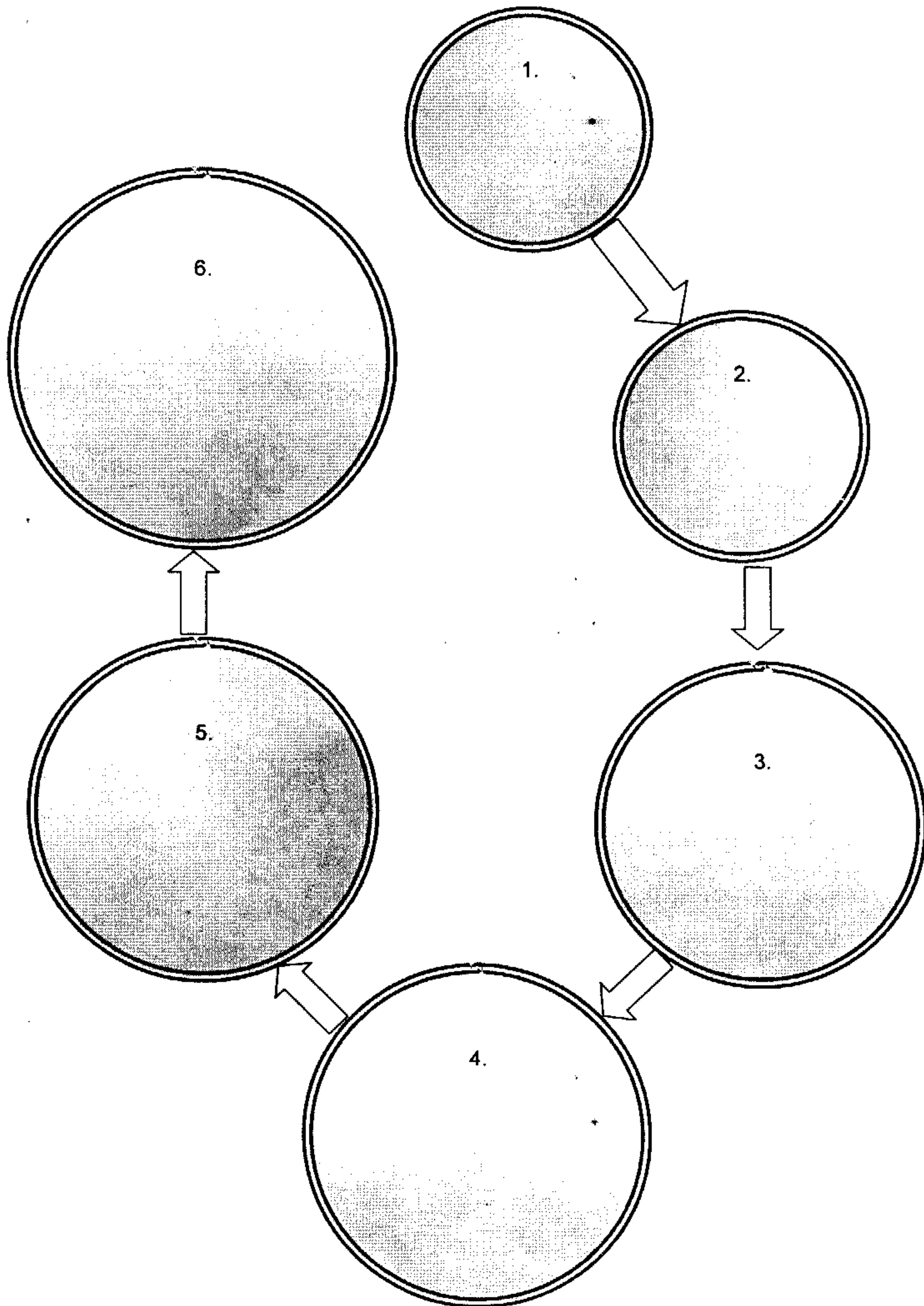
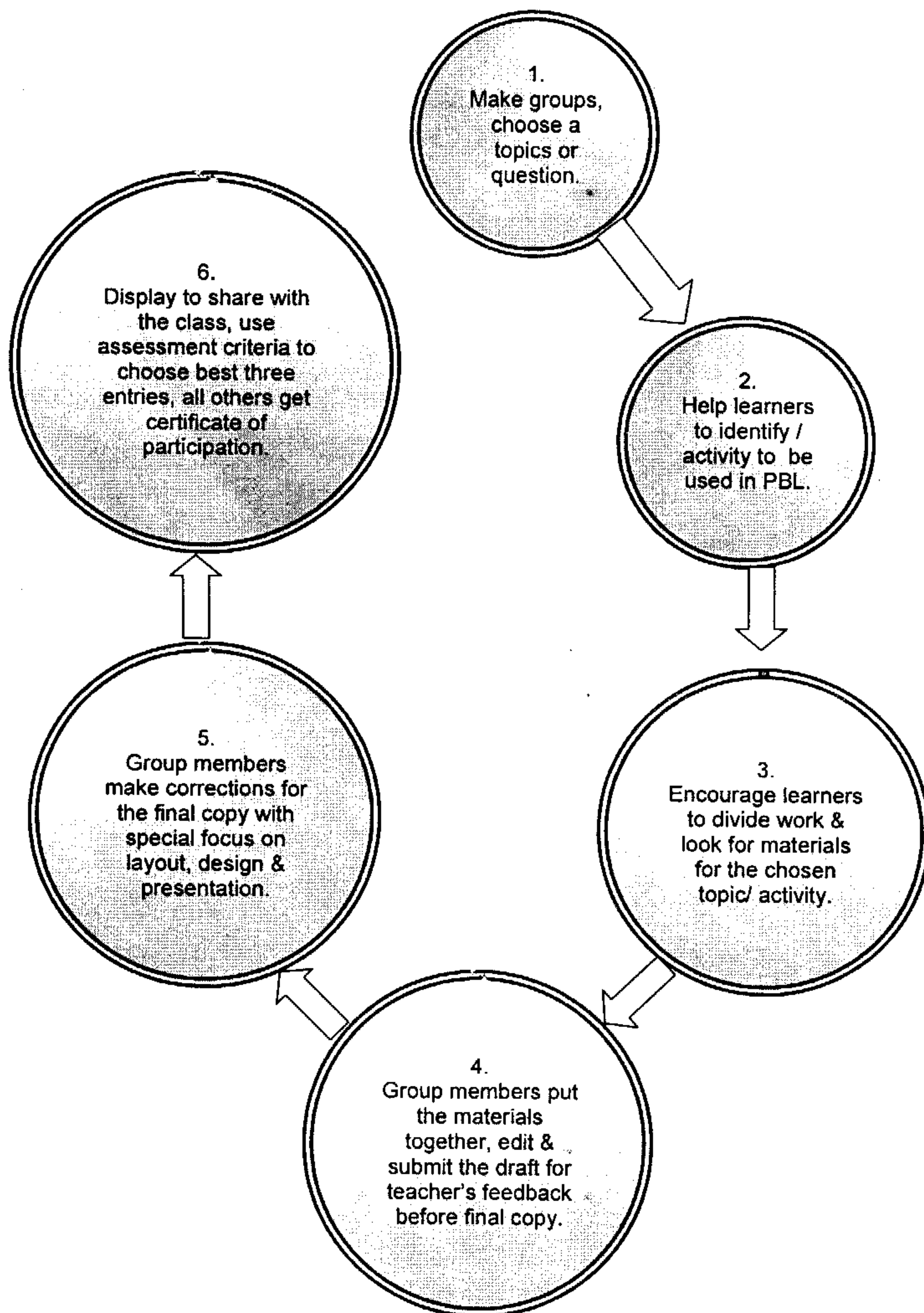
WHAT ARE THE BENEFITS OF PROJECT BASED LEARNING?

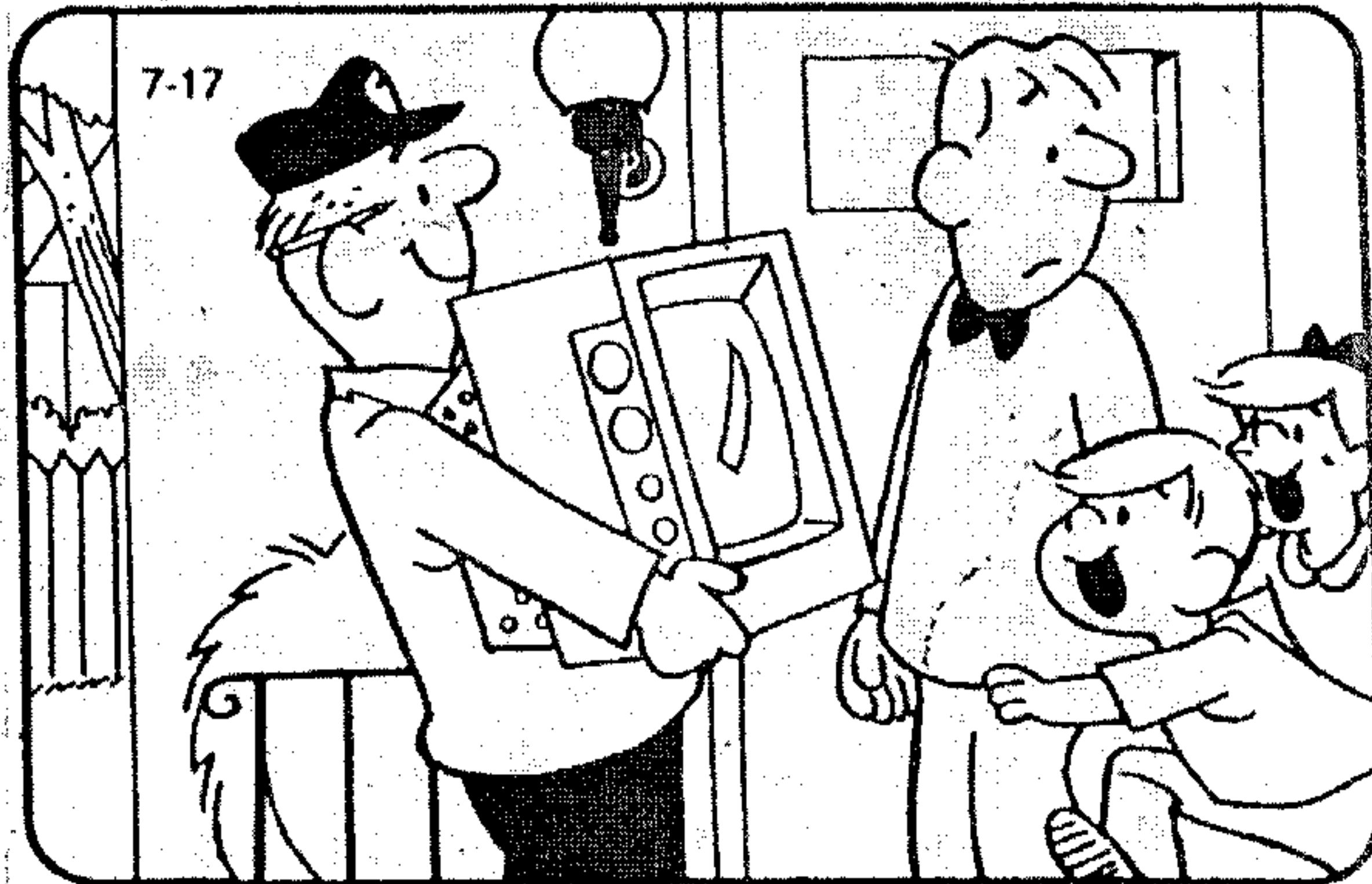
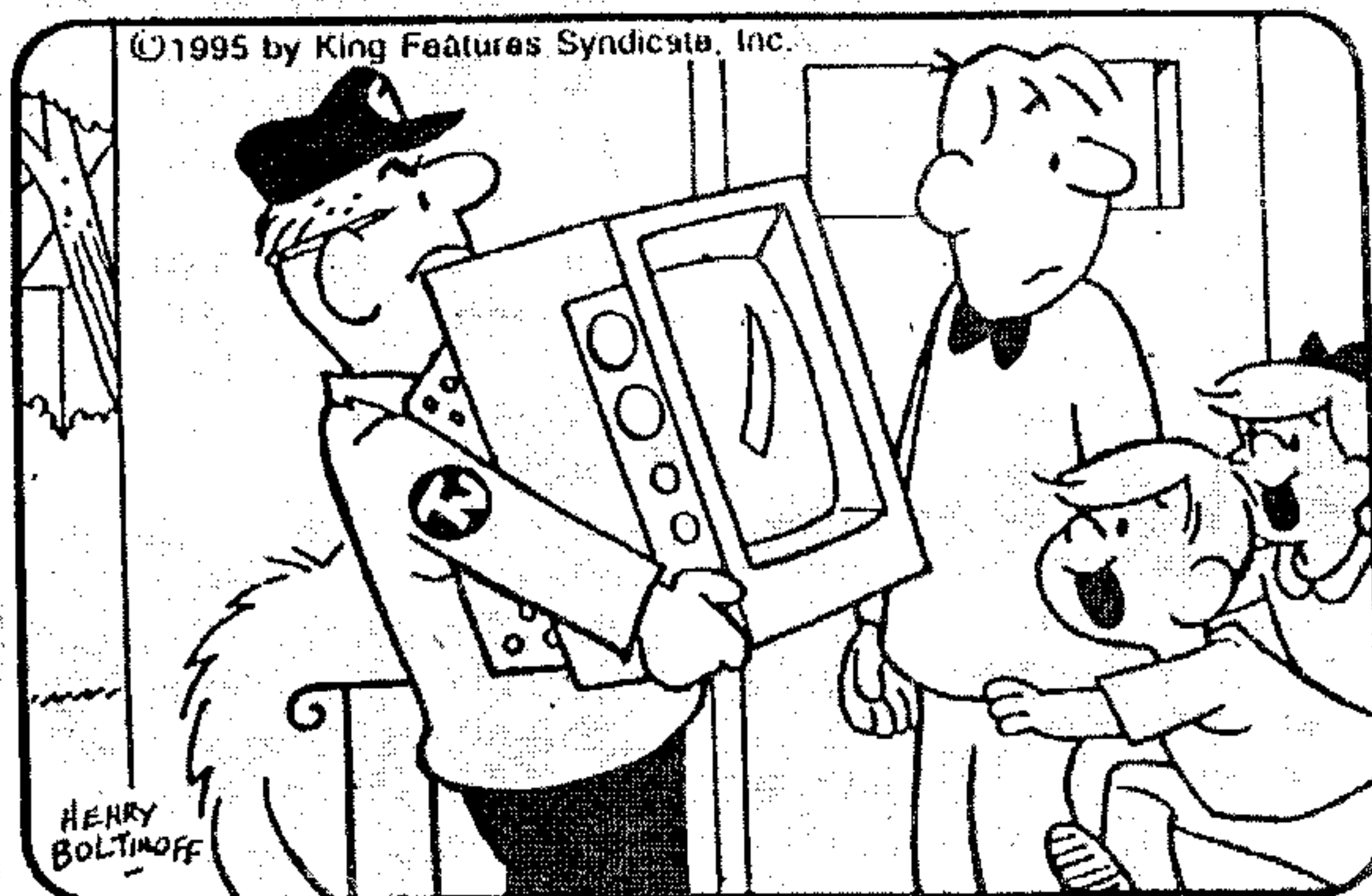
Project-based Learning is an excellent learning device because it:

- offers multiple ways for students to participate and to demonstrate their knowledge
- accommodates different kinds of intelligence (e.g., kinesthetic, figural)
- can be matched to the learning styles of students such as learning alone by reading and reviewing, or learning in a group by reading and discussing
- shifts students away from doing only what they typically do. For example, projects provide the means to give followers the experience of being task leaders
- prompts students to collaborate while at the same time supporting self-directed learning.
- offers a learning experience that draws on the thinking and shared efforts of several individuals
- helps students develop a variety of social skills relating to group work and negotiation
- promotes the internalization of concepts, values, and modes of thought, especially those related to co-operation and conflict resolution
- establishes a supportive and non-competitive climate for students
- provides a means for transferring, in whole or in part, the responsibility for learning from teachers to students
- allows students to try out new skills and model complex behaviour in a non-threatening fashion
- calls upon students to explain or defend their position to others in their project groups, so that their learning is more apt to be "owned," that is, personalized and valued
- serves as a medium to involve students who don't usually participate
- encourages the mastery of technological tools. Projects provide an ideal context for learning to use computer technology and graphic arts tools, thus extending students' capabilities and preparing them for the world beyond school

Handout # 14 A

THE PROJECT-BASED LEARNING PROCESS

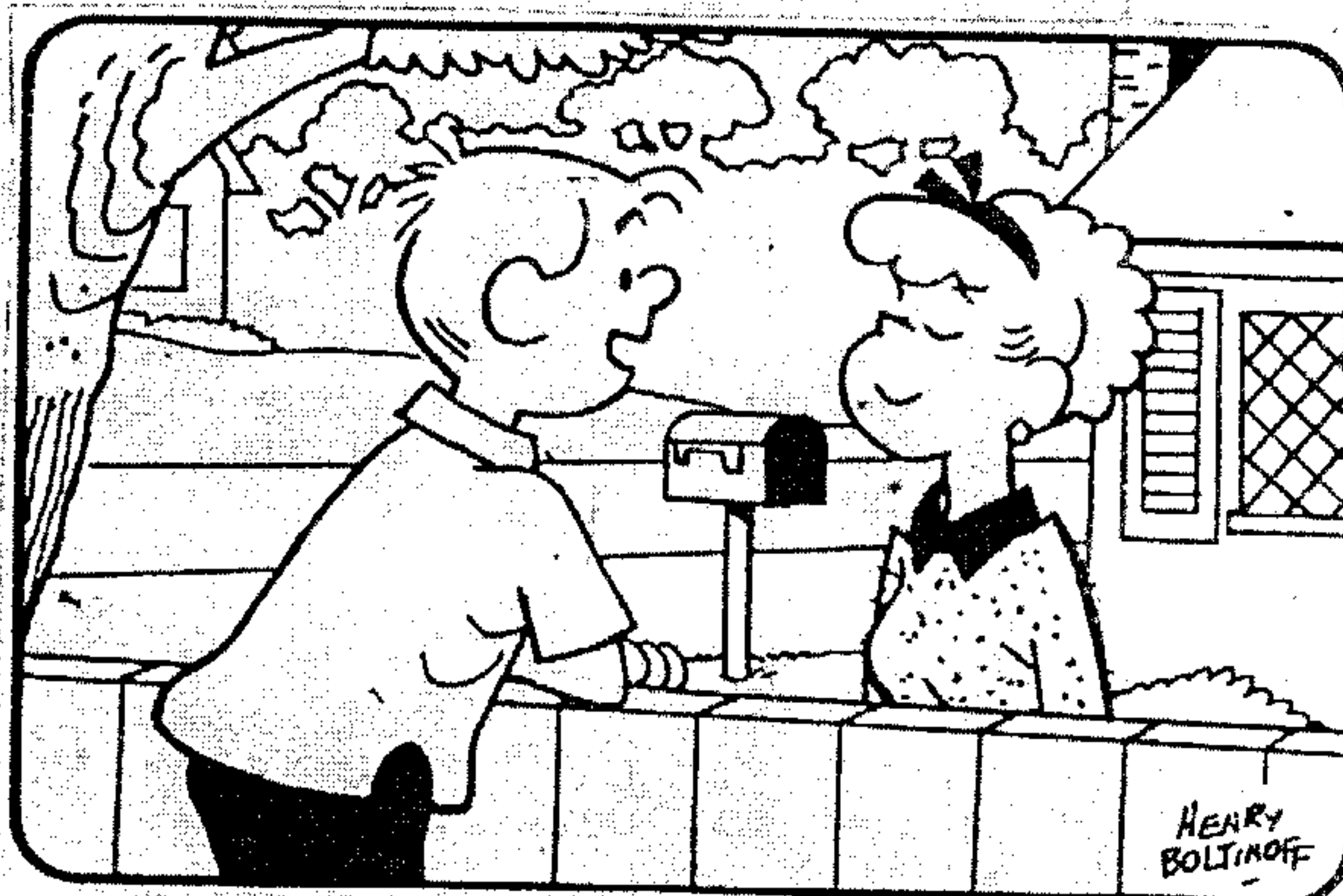
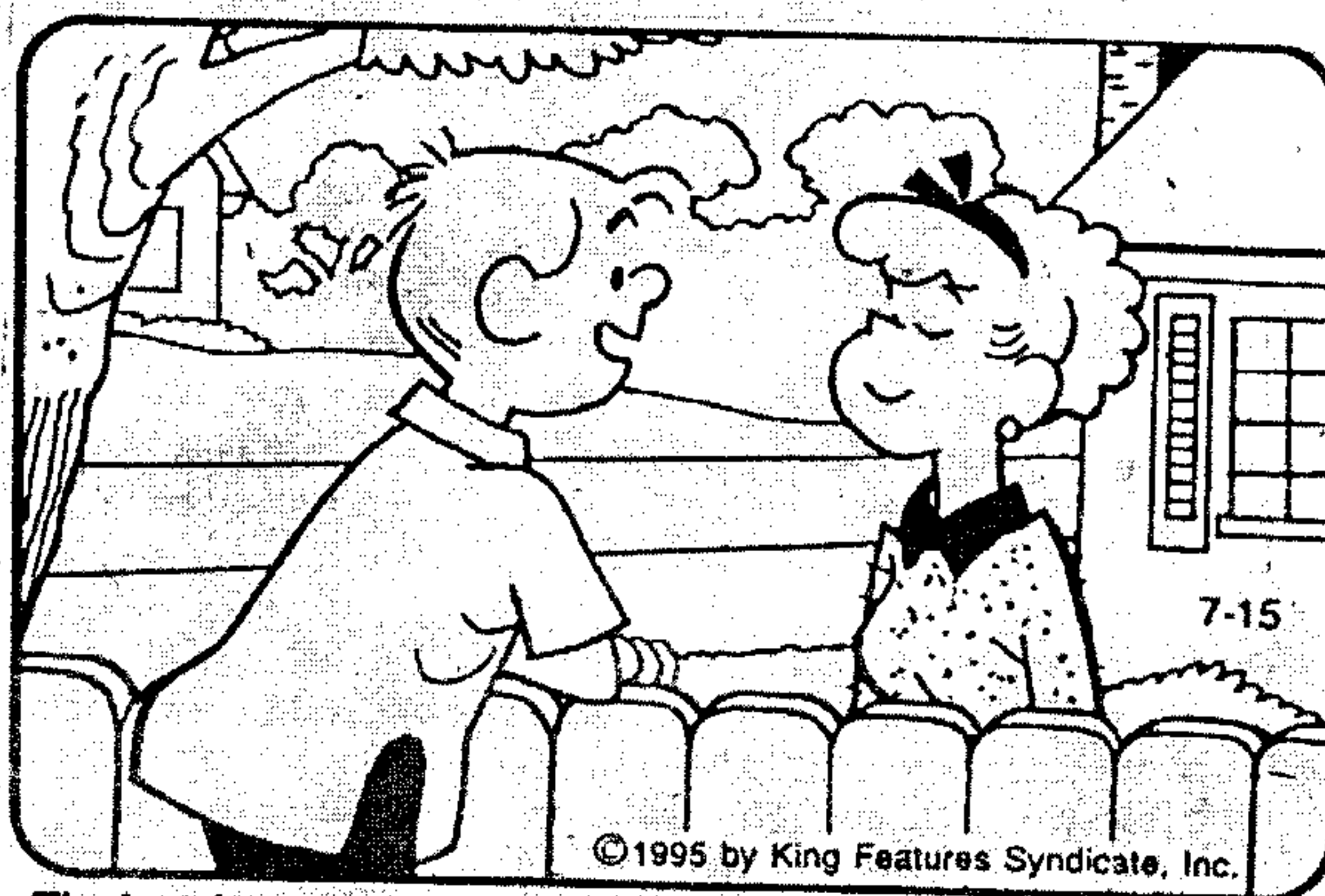
Handout # 14 B

THE PROJECT BASED LEARNING PROCESS

some sample pictures & activities for the classroom

SET A: Find the difference between picture A and B

B

The News, 31 October, 1995

Answer Key

1. Fence is missing, 2. Handrail is shorter, 3. Insignia is added, 4. TV is larger.

5. Expression is changed 6. Lamp is removed

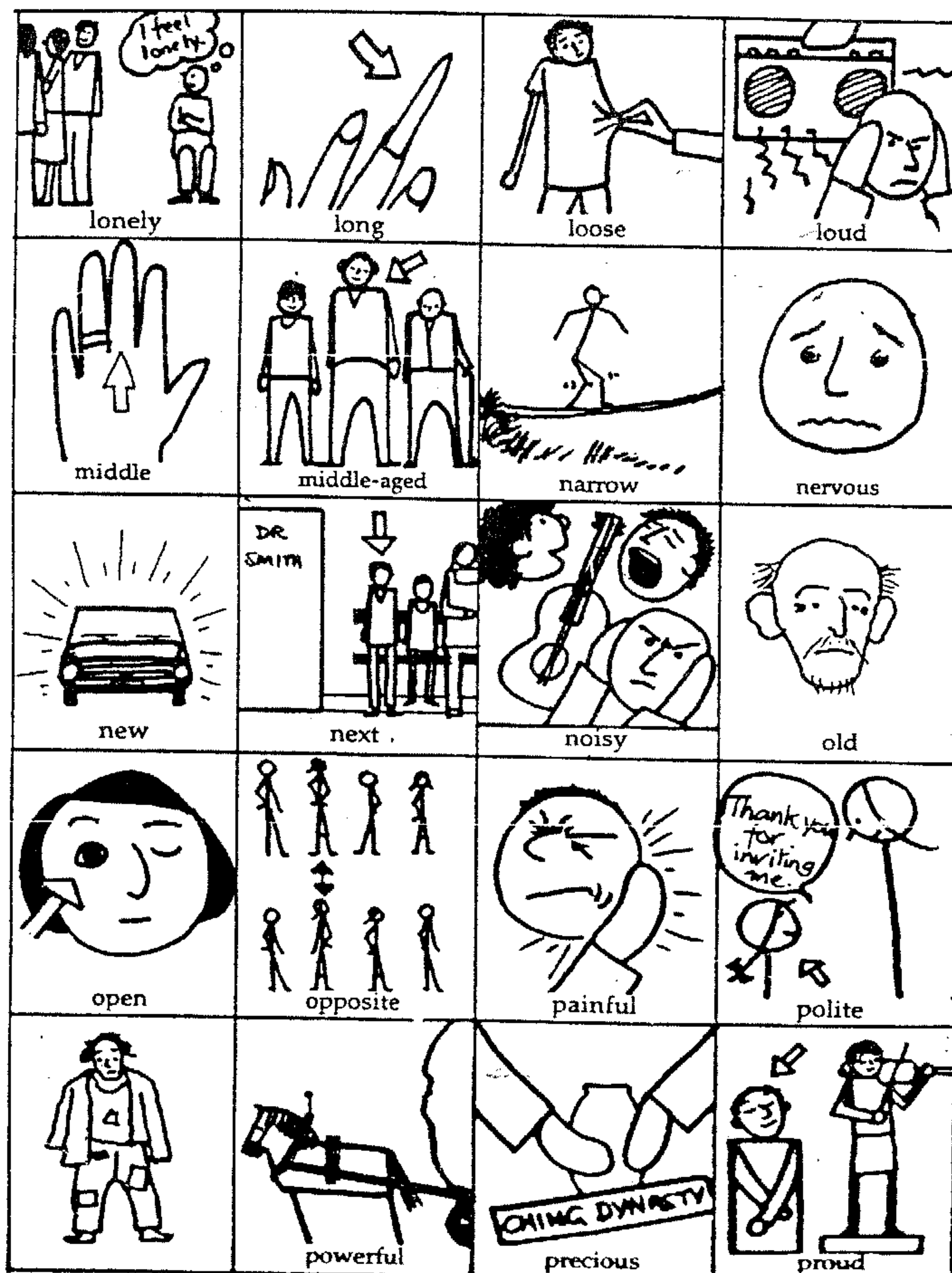
SET B: Find the difference between picture A and B

B

The News, 30 October, 1995

Answer Key

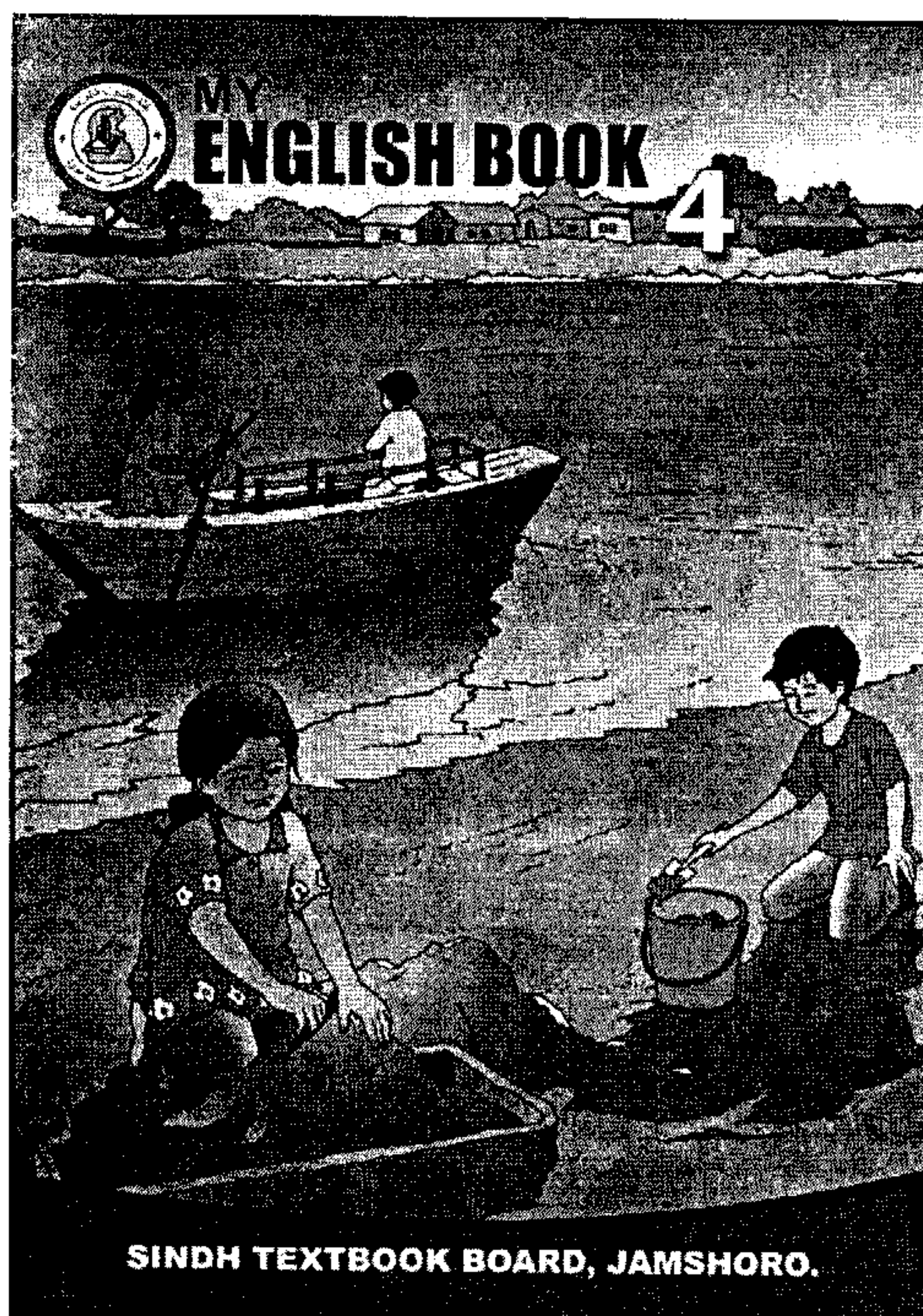
1. Trees are taller, 2. Fence is different. 3. Shirttail is shorter, 4. Mailbox is added 5. Shutter is wider. 6. Window is changed

Illustrated vocabulary and grammar

Adjectives

Use these adjectives to help learners with Vocabulary of description

Teaching Guided Writing

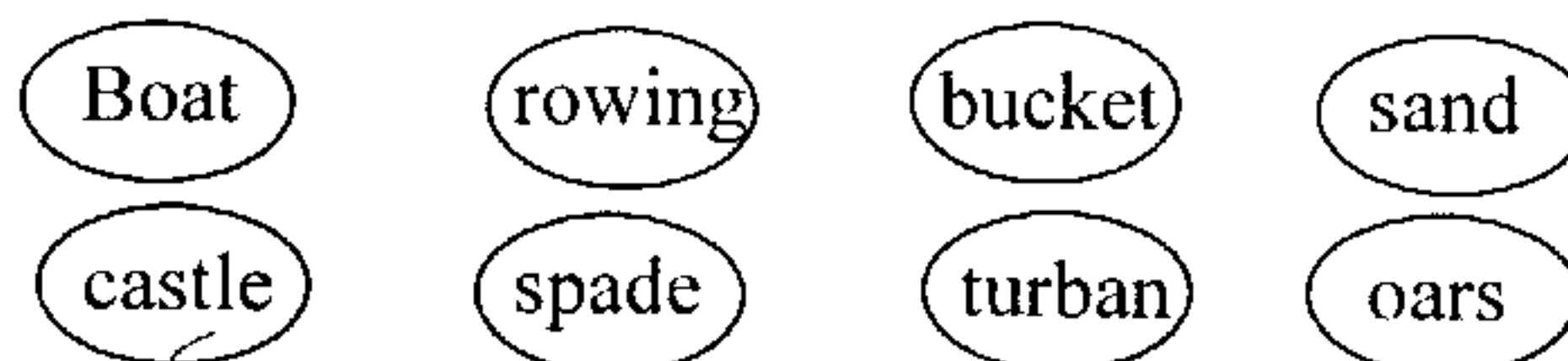
Less guided writing, is often referred to as "free writing" also. Less guided or "free writing" aims at giving more freedom to learners to write on their own. You take up a topic or use a picture in the class. Brainstorm, then categorize the ideas. Provide some help in vocabulary and the predominant structure to be used then ask learners to write on the topic, with the help of the cues provided.

Note: There are no exercises of this kind in the prescribed textbooks. However, there are plenty of pictures in the books which can be used to help children write a few sentences on their own. For example, show children the cover of Book 4 (STBB). It is a nice colourful picture.

Begin by asking questions, which children can easily answer.

1. **Teacher**: How many people do you see in the picture?
   Student: There are four people in the picture.
2. **Teacher**: Let's give them names.
   Student: The boy's name is Naseer.
   The girl's name is Maha.
   The child's name is Amal.
   The father's name is Tahir.

3. **Teacher:** What are they doing?
   Students: Naseer is putting sand in a bucket with a spade.
   Maha is making a sand castle.
   Tahir is rowing the boat.
   Amal is sitting in the boat.
4. **Teacher**: In what place are all these people?
   Student: They are by the sea side.

As you can see the structures used are simple and children can easily use them.

If you think the vocabulary items may be difficult, you can put the following words on the board, before asking questions, about the picture. And make sure children learn the meanings of the words.

Extension

A. A further extension of this writing can be to describe each character.

For example

- Naseer has short hair and a round face. He is wearing a T-shirt and pants. He is holding a spade in his hand.

- Maha's shirt has flowers on it. Her hair is long. Her sand castle has two windows.

- Tahir is wearing a turban. He is looking at Naseer and Maha. He is holding two oars.

- Little Amal is wearing a *kurta*. He is looking at the sea.

As all children will have the book with them, or at least have some books to share in the class. More detailed descriptions can be made, by talking about the colours in the picture.

Sample Magazine Pictures for Discussion and Writing

Note: "Picture Bank" Magazine/newspaper pictures are a rich resource. Look for pictures which are

- large and clear
- relate to children's cultural environment.

Paste them on card paper from packing/boxes etc., and preserve them to use them again and again.

Note: Magazines/newspaper pictures can be used to discuss social problems such as water, transport and poverty in social studies lesson and Urdu and English oral and writing activities.

Picture A

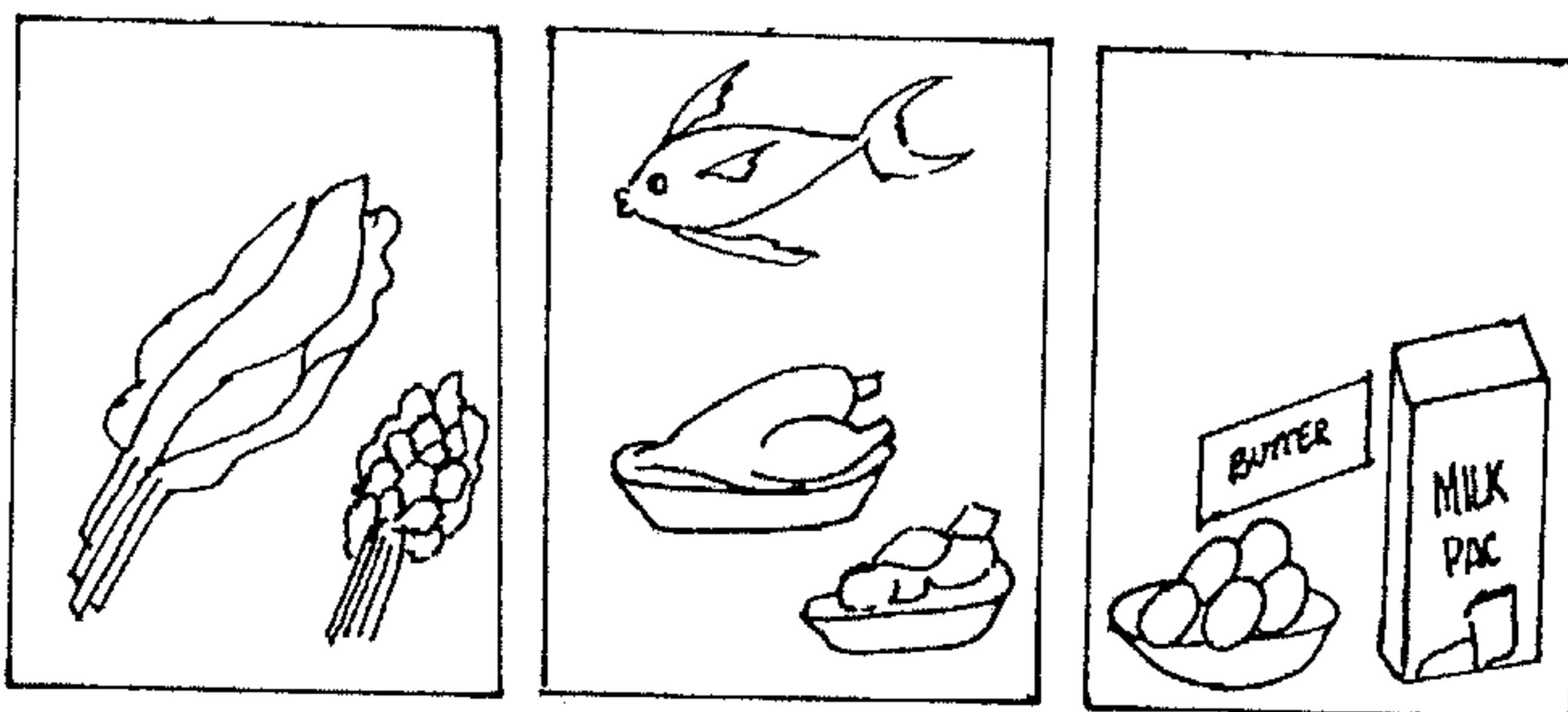
Picture B

SAMPLE ACTIVITY 1

Class Level: Primary
Subject: Science/ General Knowledge
Topic: Health
Materials Needed:

- A sheet of cardboard to make the cards.
- A pair of scissors.
- Some coloured pencils, crayons, water colours and brush

Procedure to Make:

- Cut 360 smaller cards from cardboard, the size of ordinary playing cards and prepare six packs of 60 cards each.
- Colour one side of the cards with different colours such as, green for protective food, red for body building food, and yellow for energy supplying food.
- On the other side of the card draw these foods.

How to Play:

- Divide the class into 6 teams with an even number of children in each team.
- Give a pack of cards to each group.
- Place the group around central area.
- Ask the children to separate the cards facing the coloured side up.
- Instruct the children to stand in line in front of the scattered cards.
- Draw three columns on the board.
- The teacher holds up a card with one of the names of the three main food groups.
- The first child of each team will race to pick out the food a card which belongs to that food group.
- Each child who has completed a turn moves to the end of the line.
- The game continues this way till all the team members have a turn.
- At the end of the game, the teacher with the aid of children should check the total number of cards and award points to the team scoring maximum points.
- The winning team is the one with highest number of points.

Task for teachers:

Prepare a game on the same pattern to help students of grade 3 to learn table of 6.

Source: UEI Materials Development Unit.

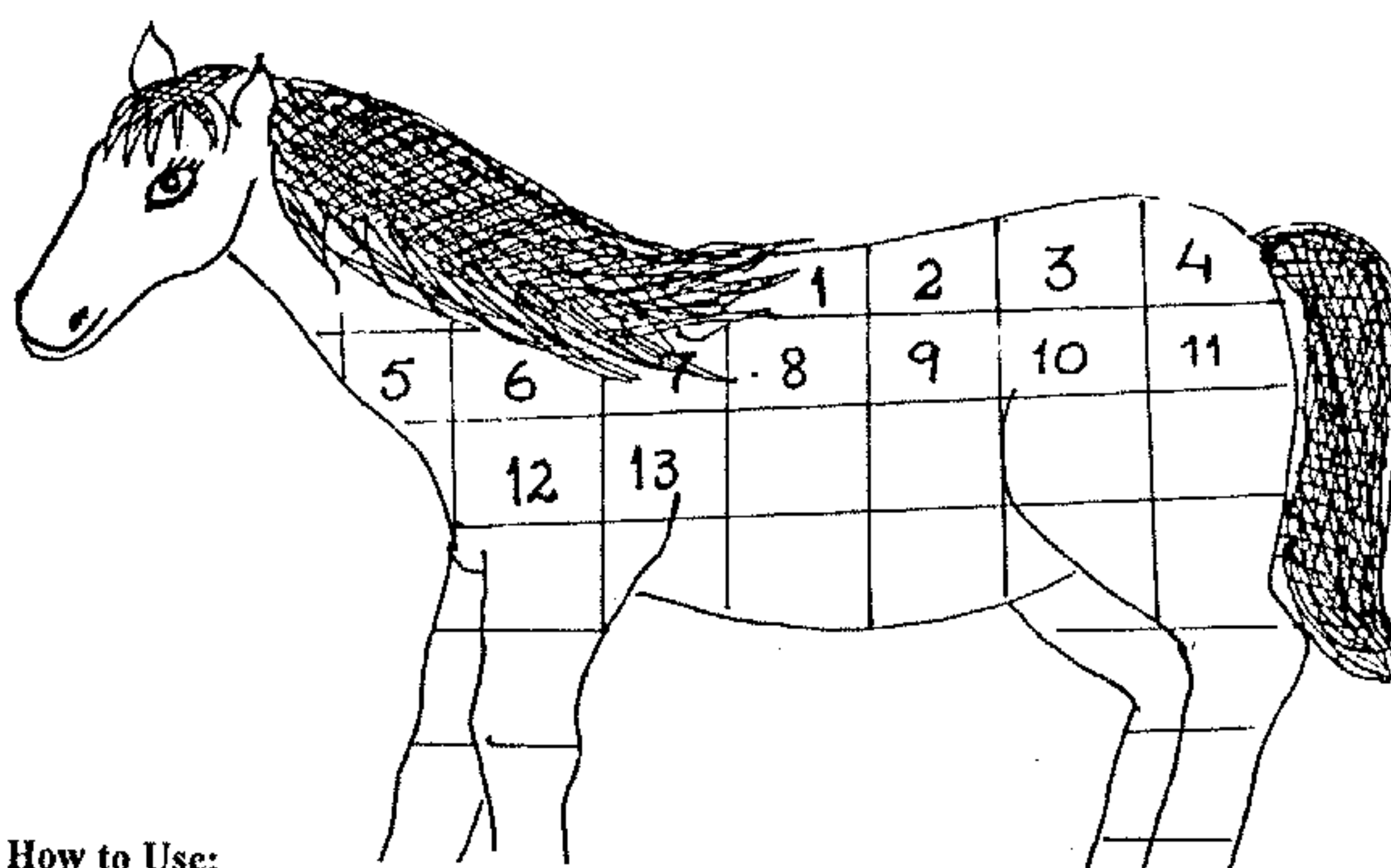
SAMPLE ACTIVITY 2

Class Level: Middle and upper primary
Topic: Multiplication Table
Subject: Maths

Materials Needed:

- Eight pieces of card board
- Eight dice
- Thirty two different coloured stones, shells, discarded bottle caps etc.
- Pencil and paper for each child.

How to Make:

- Cut a piece of cardboard 280 mm square.
- Divide into 100 small squares (28 mm × 28 mm).
- Write the numbers from 1 to 100 on the squares consecutively.
- Draw a horse or any shape of animal on the board.
- Write 1-10 in different boxes made on the body of horse.

How to Use:

- Divide the class in to two big teams.
- Select the multiplication table the teacher wants the class to learn.
- Place the cardboard reading 1-100 (the answer cards) in front of the class.
- On the black board draw a shape of any animal selected by the teacher. Children can draw the animal and write from 1-10 on its body on the board.
- Blind fold the children and each will select a number from the horse.
- The child will multiply his/her number with the table number selected.
- The correct answer will be selected by the child from the cardboard numbers 1-100.
- This game can also be played with other mathematical processes, e.g. division.

Task for teachers:

- Prepare a similar activity for a mathematical process at your class level. This could range from addition to fractions (e.g. ¼ of a selected number) or percentage (e.g. 20% of the selected number)

Source: UEI Materials Development Unit.

SAMPLE ACTIVITY 3

Class Level: 5
Subject: Science
Topic: Gravitational Force (Sindh Textbook Board, Jamshoro, Unit 12, Page 49)

Aim:

To introduce the concept of gravitational force and its direction by practical example and questioning.

Materials Needed:

- Chalk
- Pieces of paper
- Heavy bag full of books (could be taken from any of the students in class)

Procedure:

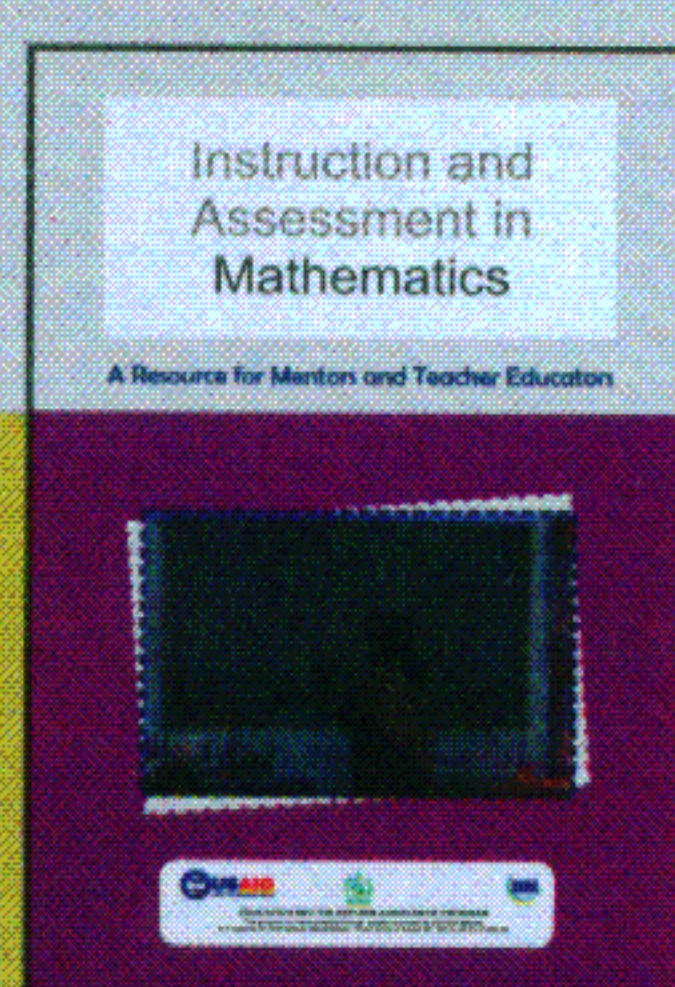
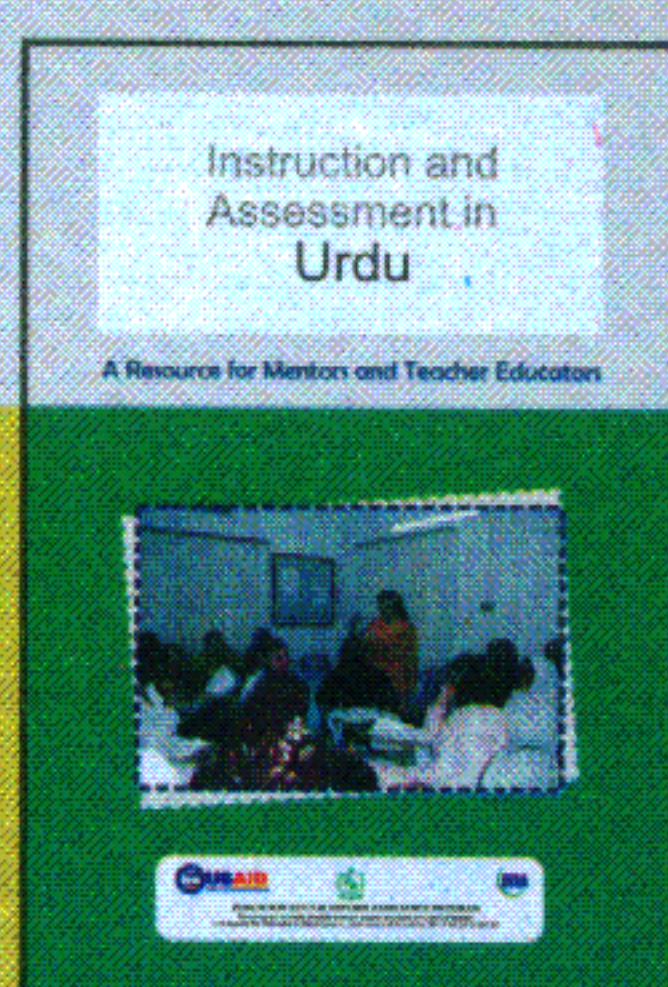
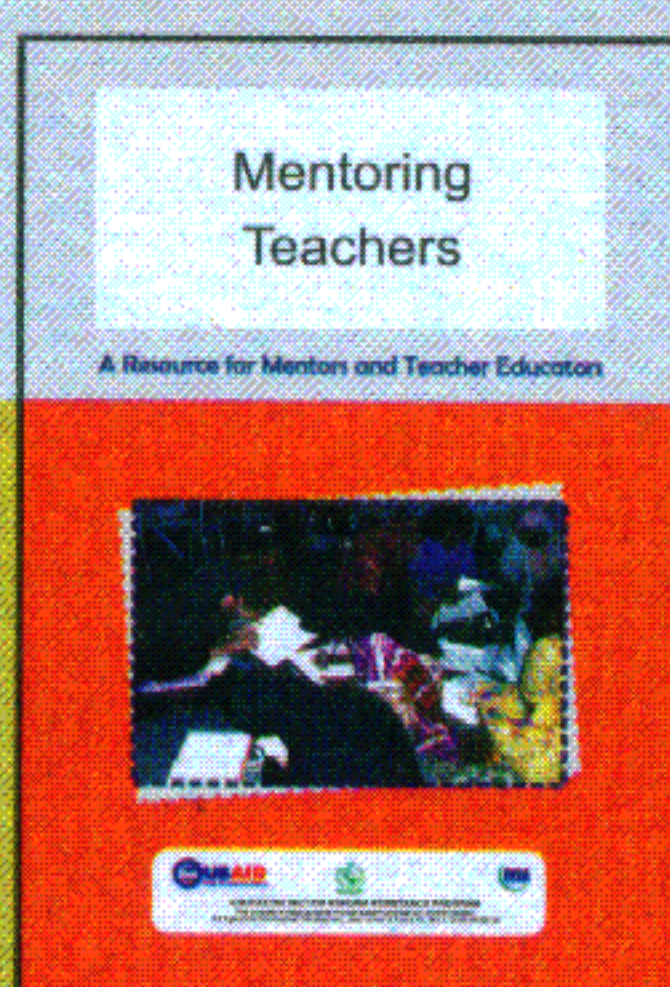
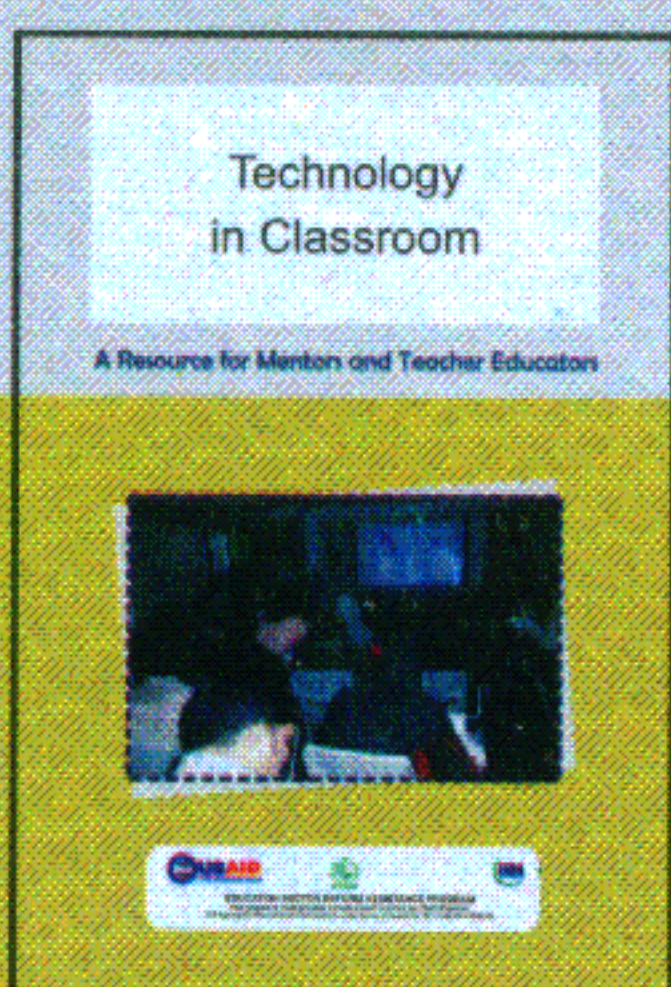
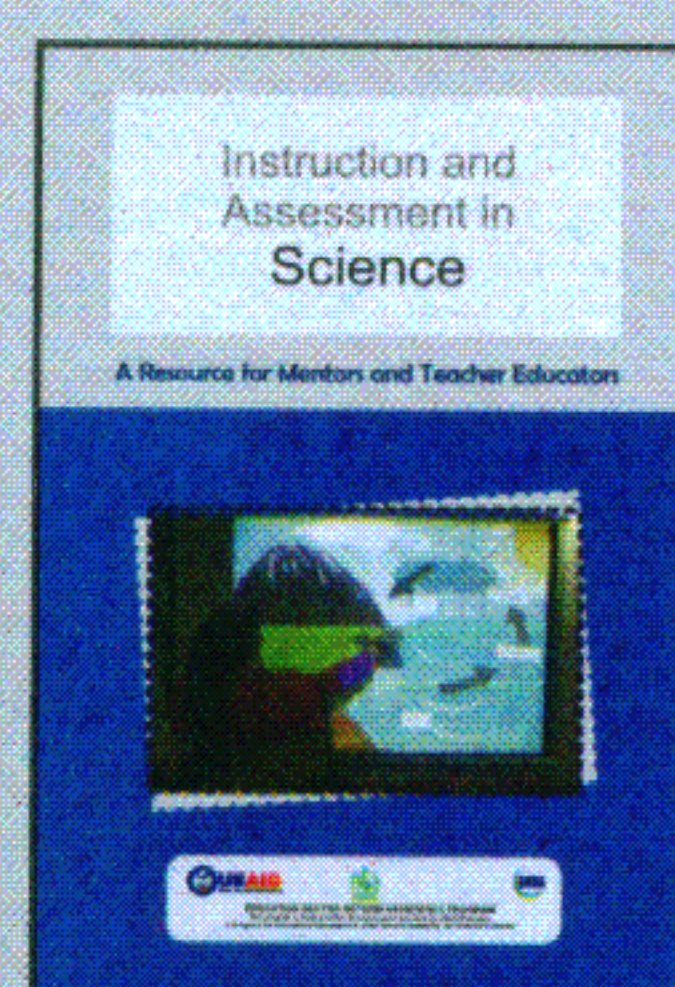
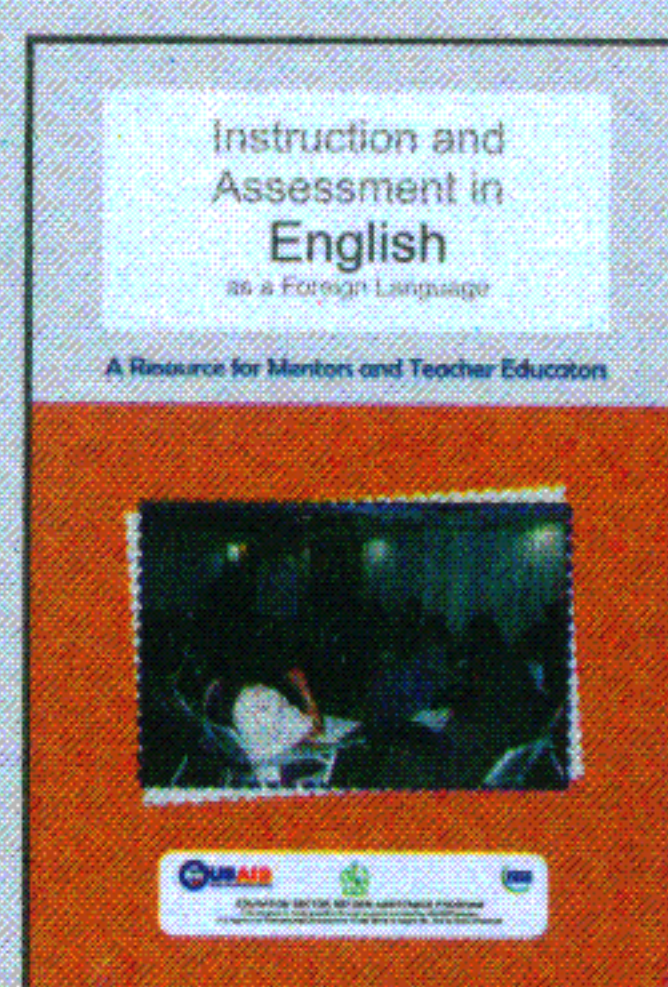
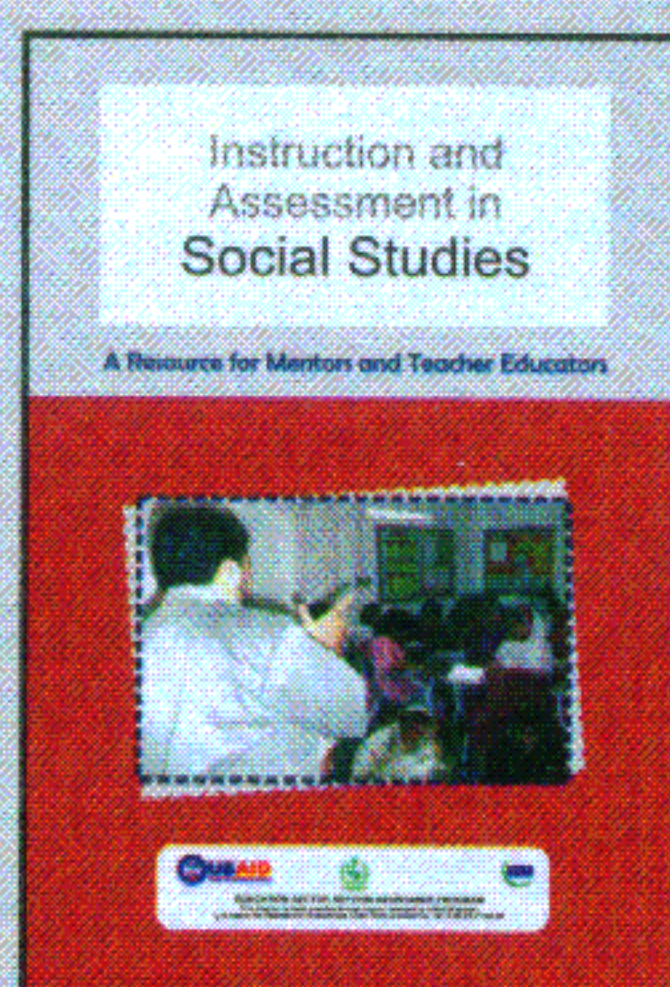
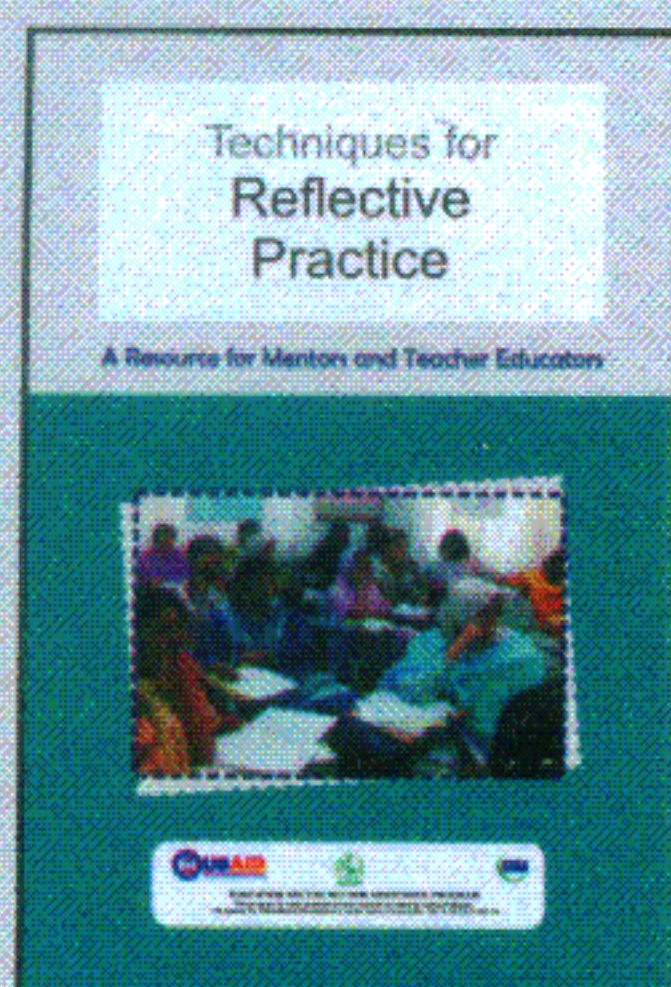
- Teacher drops the chalk, paper pieces and a heavy bag one by one. Teacher asks: which way did all these objects go and why?
- What if the things had fallen upwards or sideways? What would this indicate about the force of gravity?

Task for teachers:
Teacher can plan to introduce and demonstrate a concept in science by using readily available material. Teacher must plan 3-4 questions to ensure children make their own observations and conclusion.

Another example:

Liquid can be observed changing into gas by boiling water in a kettle. After 10 minutes of boiling, teacher can ask:

- What has happened to the water level?
- What did you observe coming out of the spout?
- What can we conclude about the water and the steam? Can we write a sentence about it?

Source: UEI Materials Development Unit.

This manual is part of a series of eight manuals, developed to enhance the professional capacity of mentors and teacher educators. The series has been written by a team of national and international experts working in various public and private sector institutions. These manuals have been developed by the Professional Development Component of USAID/ESRA.

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Education Sector Reform Assistance (ESRA) is a US$ 83 million U.S. Agency for International Development (USAID) funded program that supports the Government of Pakistan's (GOP) Education Sector Reforms initiative. The program's objective is to provide the knowledge, training, and infrastructure necessary to help officials and concerned stakeholders develop high quality education programs for girls and boys in target areas in Pakistan. Operating under a bilateral agreement between the Governments of Pakistan and the United States of America, USAID/ESRA is organized through national and international partners, led by Research Triangle Institute International, North Carolina, USA.

The program supports five of the seven principal ESR objectives outlined in the GOP's strategy. These components are Policy and Planning, Professional Development of Teachers and Education Managers, Youth and Adult Literacy, Public Community-Public Private Partnerships, and ESRA Plus (Information and Communication Technology in Education). Each component focuses on providing service delivery for capacity building, educational services, strengthening of systems at local, district, provincial, and federal levels and recommending policies to the government to embed reforms within the system. All interventions are collectively reinforcing and eventually converge on school improvement in twelve districts of Sindh and Balochistan provinces of Pakistan as well as in the Islamabad Capital Territories.

Head Office

USAID/ Education Sector Reform Assistance (ESRA) Program
House 20, Margalla Road, F - 6 / 3,
Islamabad - Pakistan
Ph: 92 51 2871224-9 Fax: 92 51 2871230
Email: info@esra.org.pk
Website: www.esra.org.pk

Provincial Offices :

* Karachi * Quetta

District Offices

Balochistan : * Chaghi * Gawadar * Kech * Noshki * Qilla Saifullah

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